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ABSTRACT

The curriculum guide presents a suggested outline for teaching health occupations in secondary schools in Vermont. It consists of a student/teacher curriculum outline for each of the 20 units. It includes a concept statement, the behavioral objective, suggested learning activities, suggested teacher resource needs, and suggested evaluation techniques. Outlined specifically for teacher use are: the objective derived from the terminal behavioral objective, the lesson or unit plan consisting of methods and sequence of instruction, and a bibliography of material resources for preparing the unit lesson. Among the topics covered in the units are: asepsis; body mechanics; bed making; job safety; basic first aid; medical and interpersonal communications; vital signs; personal care; measuring intake/output; specimens; admission, transfer, and discharge of patient; physical examination assistance; pre- and postoperative care; care of the dying and post mortem care; anatomy and physiology; microbiology; nutrition; and special skills. Appended are evaluation information and instruments, glossaries, references, and addresses for ordering audiovisual aids. (Author/LJ)

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INSTRUCTIONAL SYSTEM DEVELOPMENT MODEL
FOR VERMONT AREA VOCATIONAL CENTERS

HEALTH OCCUPATIONS

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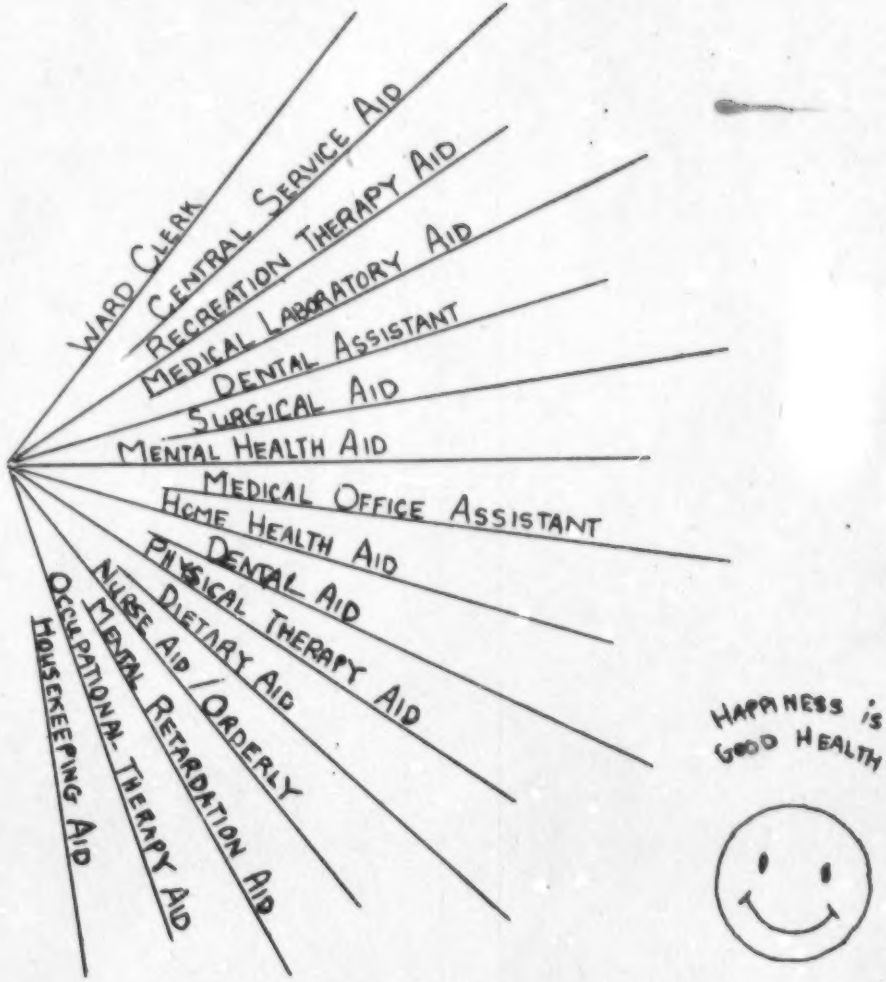
HEALTH OCCUPATIONS



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VERMONT

CURRICULUM PROJECT

1974-75

VT 102 454

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INSTRUCTIONAL SYSTEM DEVELOPMENT MODEL FOR VERMONT VOCATIONAL CENTERS

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FOREWORD

This curriculum is a suggested outline for teaching Health Occupations in secondary schools in Vermont.

The purposes of the curriculum guide are threefold:

1. To assist the beginning Health Occupations teacher in planning the course and related instruction and provide a basis upon which it can progressively be built in accordance with the training needs of the local community.
2. To provide interested educational and professional groups and individuals with information regarding scope, content, methods and techniques of Health Occupations preparatory instruction.
3. To provide local school administrators and boards of education with information that may assist them in selecting and planning occupational preparation programs best suited to the needs of their students.

INTRODUCTION

Health Occupations instructors throughout the state have recognized the need for a model curriculum.

During 1974, an attempt has been made to assemble all elements of the instructional system essential for successful teaching. The instructional system as identified here is composed of a needs assessment of occupational opportunities available in health services in Vermont. From this information a group of selected occupations have been analyzed for skill content and translated into the curriculum content.

The elements of the following document consist of two types of forms -- a five column sheet designed for students and other interested persons and a three column sheet for instructor use.

The five column sheet includes the following information: The CONCEPT STATEMENT gives the student the reason why the unit is necessary. The BEHAVIORAL OBJECTIVE clearly states what the student will be required to know, do or feel after completion of the unit or sub-unit. The student will be able to meet the criteria of the behavioral objective after completing the SUGGESTED LEARNING ACTIVITIES. Organization of materials, supplies, reference books and textbooks necessary for completion of the unit are given in the column of SUGGESTED TEACHER RESOURCE NEEDS. SUGGESTED EVALUATION for the unit or sub-unit is developed from the behavioral objective statement. However, the specific teacher measurement required to assess each skill in the unit is recorded on the three column sheet. Suggested sample lesson plans composed of three columns have been included for instructor use to be used with selected units in the curriculum. The OBJECTIVE is derived from the terminal behavioral objective found on the five column sheet. The LESSON OR UNIT PLAN con-

sists of various methods and the sequence of instruction the teacher may use to present the materials contained in the objective. The BIBLIOGRAPHY OF MATERIAL RESOURCES includes those references and materials the instructor will need to prepare the unit lesson.

SUGGESTED USE OF CURRICULUM GUIDE

This curriculum guide covers basic information necessary for anyone working in the health field. It is suggested that the instructor expand and support this curriculum with other areas of instruction necessary to meet the needs of the students and the community in which he/she is employed.

The units or sub-units of study are not necessarily in sequential order; following orientation and basic units, the remaining units can be taught to meet the needs of the student group.

Three textbooks have been referred to as essential to support the curriculum. These books are as follows:

Being a Nursing Aide
by Robert J. Brady Co.
Hospital Research and Educational Trust
840 North Lake Shore
Chicago, Illinois 60611

The Nurse Aide
by Donovan, Belsjoe and Dillon
McGraw-Hill Book Co.
Heightstown, New Jersey

Nursing Skills for Allied Health Services
by Lucile Wood
U.C.L.A. Allied Health Professions Project
Santa Monica, California

Although these book titles suggest nursing or nurse aide, they contain skills necessary for entry level employment in all health occupations. It is therefore suggested that students have a copy of Being a Nursing Aide or The Nurse Aide. Nursing Skills for Allied Health Services Volumes I and II are excellent teacher reference books.

There are many audio-visual aids available for use in the health field. A list of sources can be found in the appendix. Instructors ordering rental or free loan audio-visual aids should order them well in advance as they are much in demand. This may be from several weeks up to several months.

Procedure sheets are listed in most units of study. There are examples of procedure sheets in the appendix. It was not deemed necessary to include a procedure sheet for each skill because the textbooks list each one step by step.

The Skill Analysis Chart indicates the required skills for entry level positions.

Alternative methods of instruction are listed and defined in the appendix material under METHODOLOGY GLOSSARY. It is suggested that the instructor use methods which will most effectively meet the stated objective.

Alternative methods of evaluation are also listed and defined in the appendix material.

SKILL ANALYSIS CHART FOR:

HEALTH OCCUPATIONS

R= REQUIRED FOR ENTRY-LEVEL OCCUPATIONS

OCCUPATION D.O.T. NUMBER	Personal Body Mechanics	Job Safety	Medical Asepsis Techniques	Cleaning a Unit	Medical Terminology I	Interpersonal Communications	Human Behavior	First Aid	Co-op Information	Disinfection	Medical Terminology II	Anatomy and Physiology	Nutrition	Microbiology	Sterilization	Surgical Aseptic Technique	Isolation Technique	Lifting, Moving, and Positioning Patient	Transporting Patient	Range of Motion	Collecting Specimens	Closed Bed	Open Bed	Vital Signs	Admission, Transfer, Discharge	Assisting with Physical Examination	Special Skills	Post-op Bed	Occupied Bed	Oral Hygiene	Bathing the Patient	Skin Care	Perineal Care	Feeding the Patient	Intake and Output	Care of the Dying and Postmortem Care	Pre and Post-op Care
Recreation Therapy Aid 079.128	R	R	R	R	R	R	R	R	R									R	R																		
Housekeeping Aid 323.887	R	R	R	R	R	R	R	R	R	R							R					R															
Central Service Aid 233.887	R	R	R	R	R	R	R	R	R	R					R	R																					
Ward Clerk 219.338	R	R	R	R	R	R	R	R	R		R								R					R													
Dietary Aid 318.887	R	R	R	R	R	R	R	R	R	R	R	R	R	R		R																					
Dental Assistant 079.378	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R																						
Dental Aid 712.884	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R																						
Medical Lab Aid 078.381	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R					R																	
Occupational Therapy Aid 079.368	R	R	R	R	R	R	R	R	R	R	R	R	R				R	R	R																		
Medical Office Assistant 079.368	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R					R			R		R												
Surgical Aid 079.378	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R																	R		
Physical Therapy Aid 355.878	R	R	R	R	R	R	R	R	R	R	R	R	R	R		R	R	R	R	R		R															
Mental Health Aid 355.878	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R			
Mental Retardation Aid	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R			
Nurse Aid / Orderly 355.878	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
Home Health Aid 354.878	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	

LIST OF UNITS OF STUDY DEVELOPED FROM SKILL ANALYSIS CHART

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WORLD OF WORK

ORIENTATION

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PROGRAM

CAREERS

CO-OP

Unit I
ORIENTATION

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES-NEEDS	SUGGESTED EVALUATION MEASURES
Orientation Students should know that there are over 200 occupations in the health field from which they may choose.	Given resource information about the health field, the student will list and describe the ten health occupations they find most interesting.	Read: Horizons Unlimited, health careers pamphlets. View filmstrips and films. Describe careers given in films. Discuss health occupations depicted in films. Listen to guest speakers. Write a research report on a health career selected from a list given by the instructor. Develop Bulletin Board focusing on Careers. Review available pamphlets on Health Careers. Oral reports on Health Careers.	Trainex filmstrip: The Hospital Story Films: Horizons Unlimited Helping Hands for Julie In a Medical Laboratory Dupont film: Light in the Shadows American Medical Association film: Heritage in Operating Room D The Story of Health (a catalog of films and publications, including): New Life for Lisa On the Side of Life Book: Her[illegible] technicians, by Ferguson Schedule guest speakers: for example: Nurse aid, x-ray technician. Schedule field trips to hospital, nursing home, or other health agencies. Filmstrips: Careers in Health Services Pathescope Educational Films, Inc. The Associated Press	List ten health occupations and 5 duties of each. Written research report on a health career.

Unit I ORIENTATION CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCES
Orientation List and describe ten careers in the health field. Make a bulletin board display or present career information on a particular health career for the class following outline given by instructor.	Discuss the field of health as to job availability, need for health care and opportunities. After the showing of each film or filmstrip, discuss the occupations described. Emphasize the areas in the health field which may be less well known to students. Arrange for guest speakers and field trips. Have materials available for preparation of bulletin boards. Have career pamphlets available.	Trainex filmstrip: The Hospital Story Films: Horizons Unlimited Helping Hands for Julie In a Medical Laboratory Light in the Shadows, by Dupont Heritage in Operating Room D, by American Medical Association The Story of Health (a catalog of films and publications), including : New Life for Lisa On the Side of Life Books: Health Technicians, by Ferguson Filmstrips: Career in Health Services Pathescope Educational Films, Inc.

Unit I ORIENTATION CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION MEASURES
VICA 1. One should have an understanding of the process of decision making. 1. Recognise the need to make decisions. 2. Understand possible alternatives. 3. Understand probable consequences. 4. Understand varying factors of influence. 5. Make a tentative choice. 6. Take action. 7. Evaluation. 2. VICA is a volunteer youth organization for students in vocational programme. Students may derive experience in leadership, character building ,proper work attitudes and interpersonal relationships.	1. Given the proper instruction on decision making through the 7-step process the student should be able to write a short statement describing reasons for joining or not joining VICA.	1. List the pro's and con's on paper and make a decision. 2. Watch film. Discuss organization including emblem. 3. Use a resource person, student member.	1. Instructor will lead discussion on decision making using the 7 step process. 2. VICA banner VICA emblem Leader handbook Craftsmanship/leadership handout Film - VICA	1. Write essay.

Unit I ORIENTATION CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
VICA 1. List the 7 steps in decision making process 2. Give reasons for joining or not joining VICA.	1. Lead discussion on the 7 step process. 2. Show film on VICA. Discuss organization. Perform emblem ceremony, and explain significance of each step. Discuss leadership, character building, proper work attitudes and interpersonal relationship training offered by organizations.	2. Film on VICA. VICA banner VICA emblem Leader handbook Craftsmanship/leadership worksheets

Unit I Orientation cont'd

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION MEASURES
Cooperative Education One should be able to recognize the relationship of cooperative education to the instructional program.	The student will be able write a short narrative statement listing the benefits of Co-op as given by the instructor.	Guest speaker - Co-op Coordinator. View a panel presentation including: A student who has worked at a Co-op station. The Co-op Coordinator. The Instructor. Participate in discussion of panel presentation.	Invite: Co-op Coordinator. Student who has worked at a co-op station. Hand out evaluation sheet used by employers.	Written narrative.

Unit I Orientation cont'd

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Cooperative Education Define Co-op Student will recognize the relationship between Co-op and the instructional program. Identify the personal qualities needed to be successful in Co-op.	Invite Co-op Coordinator and student who has worked at a co-op station to panel presentation. Follow with discussion. Hand out evaluation sheets used by employers and discuss.	Co-op Coordinator Co-op Student Employer rating sheets

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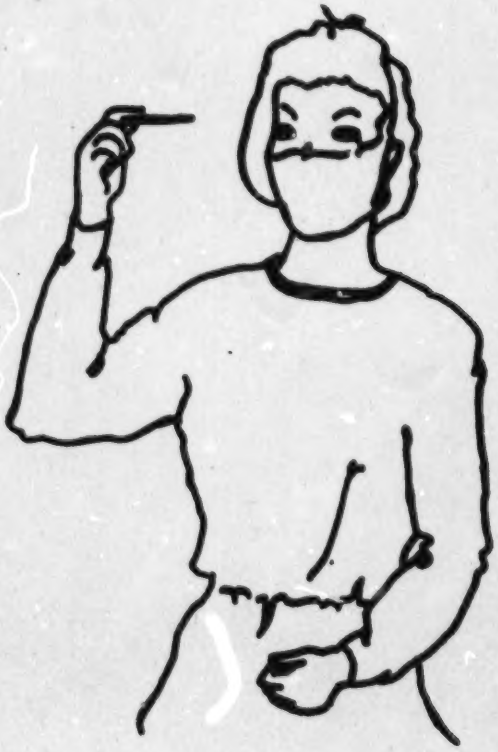

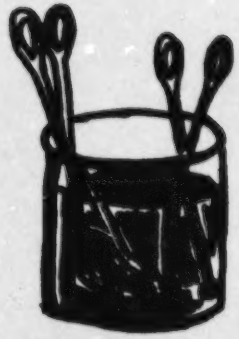

MEDICAL ASEPSIS

CLEANING A UNIT

DISINFECTION OF EQUIPMENT

STERILIZATION OF EQUIPMENT

SURGICAL ASEPSIS

ISOLATION TECHNIQUE

UNIT II ASEPSIS

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Medical Asepti: Technique				
Personal and environmental cleanliness is essential in any facility.	1. Given instructional material, the student will define aseptic technique with 90% accuracy.	Read Materials.	The Nurse Aide By Donovan Being a Nursing Aide By Hosiptal Research and Educational Trust Filmstrips	Write of state definition of aseptic technique.
		Watch Filmstrips.	Medical and Surgical Asepsis By Trainex Sterilization By McGraw Hill	
	*2. Wash hands with 100% accuracy as described in procedure sheet.	Read procedure sheet.	Distribute copies of procedure sheet on handwashing.	Oral or written quiz on handwashing technique.
		Observe teacher demonstration of handwashing.		
		Practice handwashing technique as given in procedure sheet.	Have needed materials available for student practice of handwashing.	Demonstrate handwashing correctly. Teacher check list on handwashing.
	* See sample procedure sheet pg. 143 See sample criterion testing pgs. 154-155			

Unit II ASEPSIS CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
<u>Medical Aseptic Technique</u> Cont.				
The unit is thoroughly cleansed and disinfected periodically. a. patient unit b. work area as specified	3. Define disinfection and sterilization with 80% accuracy given in reading materials.	Read materials.	List methods of disinfection. Procedure sheets.	Write or state definition or disinfection and sterilization.
	4. Carry out disinfection methods with 100% accuracy.	Observe instructor demonstrate methods of disinfection.		Use disinfection methods.
		Make posters of disinfection methods.	Supply materials for posters, pictures, charts George Cram Co. <u>Health Charts</u>	
		Practice disinfection methods in the area as directed by the instructor. clean patient unit clean utility room clean bathroom clean linen closet or any work area		

Unit II ASEPSIS CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Medical Aseptic Technique Cont.				
Articles, areas, and equipment are kept germ free to protect the patient who is weakened by illness or injury.	5. Carry out sterilization methods with 100% accuracy.	Observe teacher demonstration of methods of sterilization.		
		Operate autoclave according to manufacturers directions.	Distribute Autoclave instructions.	Operate Autoclave.
		Boil equipment according to instructors specifications.	Water sterilizer, chemicals, and materials to be sterilized.	Boil equipment.
		Chemically sterilize equipment or materials as directed by the instructor.		Chemically sterilize materials.

Unit II ASEPSIS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Medical Asepsis Define aseptic technique. Wash hands with 100% accuracy. Define disinfection. Define sterilization. Disinfect a work area or unit. Sterilize an instrument.	Assign reading material. Show filmstrips: Medical and Surgical Asepsis, Sterilization Discuss disinfection, cleanliness and sterilization. Hand out handwashing procedure sheets. Demonstrate handwashing technique. Have students practice washing hands. Demonstrate methods of disinfection. Have students work in groups to practice carrying out methods of disinfection. Have students make posters of disinfection methods. View filmstrip on sterilization. Demonstrate use of autoclave. Have students use autoclave, boil and chemically sterilize equipment. - 21 - NOTE: May be taught in conjunction with microbiology units.	The Nurse Aide, by Donovan Being a Nurse Aide, by Hospital Research and Educational Trust Medical and Surgical Asepsis filmstrip by Trainex Sterilization filmstrip by McGraw-Hill Procedure sheets on handwashing. George Cram Co. Health Charts

Unit II ASEPSIS CON'T

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Surgical Aseptic Technique Surgical aseptic techniques include keeping specific objects and areas sterile or free from all micro-organisms.	1. Given a list of surgical aseptic techniques including gloving, use of transfer forceps, setting up and maintaining a sterile field and proper transferring of sterile objects from one area to another, the student will perform correct techniques to the instructor's satisfaction.	Read: Being a Nursing Aide By Hospital Research and Educational Trust The Nurse Aide By Donovan Observe Filmstrip Trainex Medical and Surgical Aseptic Techniques Instructor demonstration of: a. gloving procedure b. use of transfer forceps c. setting up and maintaining a sterile field d. transferring of sterile objects from one area to another. Practice above skills.	Being a Nursing Aide By Hospital Research and Educational Trust The Nurse Aide By Donovan Nursing Skills for Allied Services- Vol. 2 L. Wood Show filmstrip. Trainex Medical and Surgical Aseptic Techniques Instructor demonstration of: a. gloving b. use of transfer forceps c. setting up and maintaining a sterile field d. transfer of sterile objects from one area to another.	Student can recognize and perform techniques involved with surgical asepsis.

Unit II ASEPSIS CON'T

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Surgical Aseptic Technique Define sterile aseptic technique. Apply sterile gloves. Handle transfer forceps. Set-up and maintain a sterile field.	Assign reading materials on aseptic technique. Show Trainex filmstrip: Medical and Surgical Asepsis Discuss needs for surgical aseptic technique in health facilities. Demonstrate how transfer forceps are used. Show incorrect use of forceps, explain why methods are unacceptable. (ask students why) Have one student practice using transfer forceps. Another student can observe for breaks in technique. Evaluate the student demonstration of transfer technique. Demonstrate setting up the sterile field. (You may intentionally cause a break in technique to see if students can identify it.) Have students set up sterile field. Display sterile gloves-demonstrate putting them on without contaminating the gloves. Have students practice putting on sterile gloves.	Being a Nursing Aide, by Hospital Research and Educational Trust The Nurse Aide, by Donovan Nursing Skills for Allied Health Services, by Wood Medical and Surgical Asepsis filmstrip by Trainex

Unit II ASEPSIS CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Isolation Technique Isolation techniques are the special precautions which the health worker takes to prevent the spread of communicable diseases.	1. Define and explain orally or in writing, isolation techniques used by health workers as explained in reading material and filmstrips.	Observe filmstrips: Robert J. Brady: Communicable Disease Techniques Trainex: Isolation Technique Read: The Nurse Aide by Donovan	Have available filmstrips as given in Suggested Learning Activities. Reference books: Nursing Skills for Allied Health Services, Vol. 2- Wood The Nurse Aide by Donovan Being a Nursing Aide, by Hospital Research and Educational Trust	Quiz on need for isolation techniques in health facilities.
	2. Be able to recognize an isolation area and use appropriate control procedures for processing supplies and equipment, following classroom discussion, procedure sheet, and instructor's demonstration of isolation technique.	Participate in class discussion of variations of isolation technique. Visit a local health facility to observe the isolation areas, such as nurseries, operating rooms, obstetrical delivery rooms. Read procedure sheet for isolation technique. Observe instructor demonstration of isolation technique. Set up a hospital patient unit according to procedure sheet and role play the part of a health worker caring for isolation patient (another student).	Prepare information relevant to isolation technique for class discussion. Schedule field trip to local health facility (hospital). Have available procedure sheets for isolation technique. - 24 -	Set up a simulated isolation unit and care for a patient (another student) with a communicable disease.

Unit II ASEPSIS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Isolation Technique Define and explain isolation technique. Recognize designated isolation areas. Use control procedures given by the instructor for isolation technique.	Assign reading material. Show filmstrips on isolation technique. Plan a field trip to a local health facility to observe isolation areas. Discuss isolation techniques and how to recognize an isolation area. Distribute and discuss procedure sheets for isolation technique with students. Demonstrate proper handling of contaminated materials. Demonstrate setting up an isolation unit and caring for a patient who is isolated. Have students practice isolation techniques.	Filmstrips- Communicable Disease Technique Robert J. Brady Co. Isolation Technique - Trainex Books- The Nurse Aide- Donovan Nursing Skills for Allied Health Services Volume 2- Wood Training the Nursing Aide Hospital Research and Educational Trust

BODY MECHANICS

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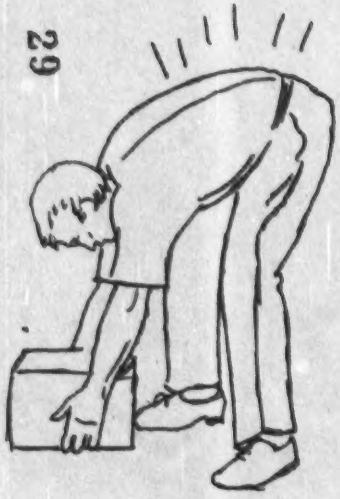


NO!

YES!

PERSONAL BODY MECHANICS

LIFTING, MOVING, POSITIONING A PATIENT

TRANSPORTING PATIENTS

UNIT III BODY MECHANICS

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
<u>Personal Body Mechanics</u> Continuous use of good personal body mechanics will maintain the health worker's present state of well-being.	The student will explain the rules for good personal body mechanics listed in the text with 80% accuracy. The student will demonstrate he/she can use all rules of body mechanics listed in text with 80% accuracy.	<u>READ:</u> <u>Nursing Skills for Allied Health Services</u>, Vol. I Wood Develop a list of rules for good personal body mechanics. Observe instructor demonstration of proper ways to stand, walk, sit , lift and carry items. Practice good personal body mechanics having another student watch and critique your performance using list of rules as a guide line. Make posters or bulletin board display showing good and bad rules of personal body mechanics.	Have available lists of rules for good body mechanics. Have items needed to demonstrate good body mechanics. Obtain needed supplies for making posters/bulletin board display of personal body mechanics.	Quiz on list of rules. Will demonstrate continuous use of good personal body mechanics.

Unit III BODY MECHANICS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Body Mechanics List six rules for good body mechanics. Demonstrate good body mechanics.	Assign and discuss text material. Demonstrate proper body mechanics - walking, sitting lifting and carrying objects. Students make posters or bulletin board display showing good and bad body mechanics. Obtain materials for making posters or bulletin board. Assign students to critique each other, using the list of rules as a guide.	Being a Nursing Aide, by Hospital Research and Educational Trust The Nurse Aide, by Donovan

Unit III BODY MECHANICS CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Lifting, Moving, and Positioning Patients Patients confined to bed or a wheelchair for long periods of time need frequent position changes to maintain motion, muscle tone and strength, and to stimulate circulation.	Following instruction and classroom demonstration of patient positioning, the student will lift, move and position a patient using proper body mechanics and maintaining good patient body alignment.	Read assigned material. Read and discuss procedure sheets. View filmstrips. Observe teacher demonstration of correct procedure for lifting, moving, and positioning. Student practices with classmate lifting, moving, and positioning the manikin or student. Use Hoyer lift.	The Nurse Aide, Donovan Nursing Skills For Allied Health Services, Wood Procedure sheets (see appendix) Trainex filmstrips: Positioning to Prevent Contractures Range of Joint Motion Exercises Use of Patient Lifters Prevention and Treatment of Decubiti (Refer to Unit on Skin Care) Hoyer Lift Equipment needed for patient positioning.	Write or state correct procedure for lifting, moving and positioning a patient. Student will lift, move, and position patient.

Unit III BODY MECHANICS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Lifting, moving, and positioning a patient Can lift a patient. Can move a patient. Can position a patient.	Give reading assignments. List key vocabulary words. Show filmstrips. Demonstrate applications of body mechanics (use posters). Demonstrate correct procedure for: 1. lifting a patient 2. moving a patient 3. positioning a patient Have students work in groups of 3 lifting, moving, and positioning using procedure sheets as guide. Give written quiz.	Pamphlet-Range of Joint Motion Exercises Text 1. The Nurse Aide 2. Nursing Skills for Allied Health Services Units 5 and 6 Classroom procedure sheets. Trainex filmstrips- 1. Positioning to Prevent Contractures 2. Use of Patient Lifters 3. Prevention and Treatment of Decubiti Classroom procedure sheets.

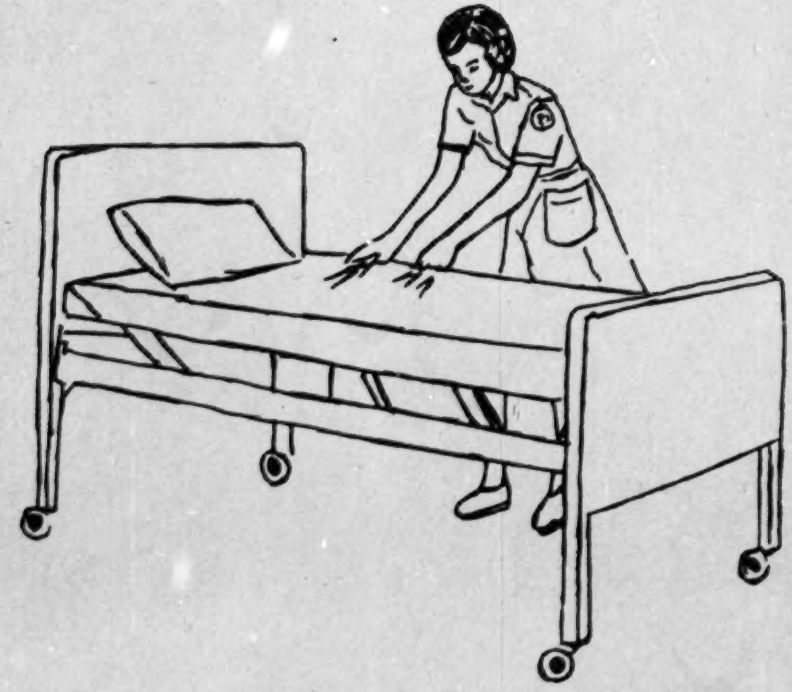
Unit III BODY MECHANICS CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Transporting the Patient Patients must be moved from one area of a hospital to another safely and by the most appropriate method.	Given information regarding lifting, moving, and transporting patients, the student will transport a patient from bed to another area in a wheelchair and by stretcher, to the instructor's satisfaction.	Read: Being a Nursing Aide-Hospital Research and Educational Trust The Nurse Aide-by Donovan Observe: Filmstrip--Transfer and Ambulation-Trainex Teacher demonstration of transporting a patient by wheelchair and stretcher. Students will work as partners to practice moving a patient to a wheelchair and moving patient from chair to bed. Working in teams of 3, the students will practice transferring a patient from bed to stretcher. Transport patient to another area and move patient from stretcher to bed.	Being a Nursing Aide-Hospital Research and Educational Trust The Nurse Aide-Donovan Nursing Skills for Allied Health Services-L. Wood Filmstrip--Transfer and Ambulation-Trainex	The student will transport a patient by wheelchair and stretcher, and state safety rules to follow.

Unit III BODY MECHANICS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Transporting the Patient Define basic safety rules for transporting a patient. Move a patient from bed to wheelchair. Transport patient in wheelchair. Move patient from wheelchair to bed. Move patient from bed to stretcher. Transport patient on stretcher. Transfer patient from stretcher to bed.	Assign text. Show filmstrip. Discuss techniques of transporting a patient. Demonstrate: a. Moving a patient from bed to wheel chair b. Moving patient from wheel chair to bed c. Moving patient from bed to stretcher. Transport patient, then transfer him from stretcher to bed. Supervise students during practice of transporting the patient.	Being a Nursing Aide, by Hospital Research and Educational Trust The Nurse Aide- Donovan Filmstrip by Trainex- Transfer and Ambulation

BEDMAKING



CLOSED BED

OPEN BED

POSTOPERATIVE BED

OCCUPIED BED

UNIT IV BEDMAKING

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Bedmaking Each health facility has standards and specifications for making a closed hospital bed. 1. A closed bed is a completely made hospital bed with top covers pulled to the top edge of the mattress.	The student will make a closed hospital bed to the instructor's satisfaction.	Read: Being a Nursing Aide-Hospital Research and Educational Trust The Nurse Aide-Donovan	Being a Nursing Aide-Hospital Research and Educational Trust The Nurse Aide-Donovan Nursing Skills for Allied Health Services-Lucile A. Wood	The student will make a closed hospital bed.
		Read and discuss procedure sheet for making a closed bed.	Distribute procedure sheets.	Student will define closed bed and conditions under which it is made.
		Watch teacher demonstration of making a closed bed.	Teacher demonstration of making a closed hospital bed.	
		Student practice making a closed bed.		
2. An open bed, made to enable the patient to easily occupy the bed, is made with the top covers farfolded to the bottom of the bed.	The student will make an open hospital bed and state the reason for the open bed to the instructor's satisfaction.	Read: Being a Nursing Aide-Hospital Research and Educational Trust The Nurse Aide-Donovan	Being a Nursing Aide The Nurse Aide Nursing Skills for Allied Health Services (authors above)	Student will state reason for and make an open bed.
		Discuss procedure of making open bed.	Teacher demonstration of making an open bed.	
		Students practice making an open bed.		

Unit IV BEDMAKING CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Bedmaking Cont'd. 3. A postoperative bed is made to minimize possible contamination following surgery and for ease in transferring the patient from stretcher to bed.	Given information and procedure sheets, the student will state reasons for and make a post operative bed to the instructor's satisfaction.	Read: Being a Nursing Aide The Nurse Aide (authors above) Procedure sheet Class discussion of reading. Observe teacher demonstration of making a post-operative bed. Students practice making a postoperative bed.	Being a Nursing Aide The Nurse Aide Nursing Skills for Allied Health Services (authors above) Teacher demonstration of making postoperative bed.	State reasons for making a postoperative bed. Student will make a post-operative bed.
4. An occupied bed is made when the patient is not able to get out of bed; therefore, the linen must be changed while he is still lying in the bed.	Given a procedure sheet and working in partners with another student, the student will make an occupied bed to the instructor's satisfaction.	Read: Being a Nursing Aide The Nurse Aide (authors above) Procedure sheet Observe: Occupied Bed Making-Trainex Discussion of purpose of making occupied bed and mechanics involved. Observe instructor demonstration of making an occupied bed. Student practice making an occupied bed.	Being a Nursing Aide The Nurse Aide Allied Health Services (authors above) Filmstrip: Occupied Bed Making-Trainex Teacher demonstration of making an occupied bed.	Student will state reason for making an occupied bed. Student will make an occupied bed.

Unit IV BEDMAKING CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Bedmaking Select needed materials and make the following hospital beds: 1. Closed hospital bed 2. Open hospital bed 3. Postoperative bed 4. Occupied bed	Assign textbook reading on bedmaking. Show filmstrip on Occupied Bedmaking. Discuss different types of hospital beds. (closed open, postoperative and occupied) Provide each student with a procedure sheet for making each type of bed (this may be found in the student text). Demonstrate making each type of bed, emphasizing important points to remember about each. Have students practice making the four types. Observe and critique the practice sessions for students' use of good personal body mechanics.	Being a Nursing Aide, by Hospital Research and Educational Trust The Nurse Aide, by Donovan Nursing Skills for Allied Health Services, by Lucile Wood Trainex filmstrip-Occupied Bedmaking

JOB SAFETY

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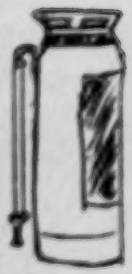


FIRE PREVENTION

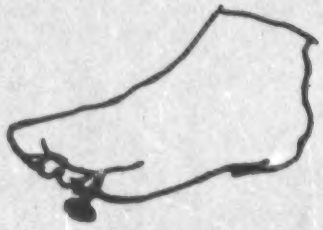
ACCIDENT PREVENTION

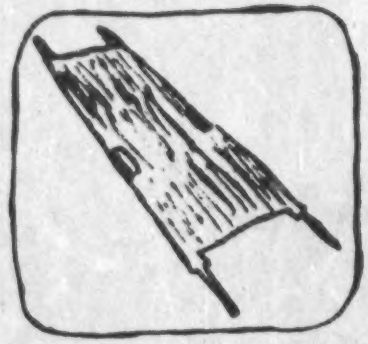
UNIT V JOB SAFETY

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Job Safety A health worker has a financial, moral and legal reason for promoting and practicing sound safety procedures.	Given reading assignments on job safety and classroom discussion, the student will write or state fifteen on-the-job safety practices and their importance, to the satisfaction of the instructor.	Read: The Nurse Aide, by Donovan Nursing Skills for Allied Health Services, by L. Wood Fire Safety and First Aid Procedure sheets from health agencies. Discuss safety practices. Role play basic safety practices following discussion of these by instructor. Continually practice safety procedures. Make posters depicting poor safety practice. State or write 15 job safety practices and their importance.	The Nurse Aide, by Donovan Nursing Skills for Allied Health Services, by L. Wood Fire Safety and First Aid Procedure sheets from health agencies Instructor discussion of basic safety practices. Material for posters.	Students demonstrate safety procedures to satisfaction of instructor by roleplaying. Written quiz on safety practices.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Job Safety Divide safety precautions into 1. those regarding accident prevention. 2. those regarding fire prevention.	Discuss safety practices and give students the following list of uses. 1. Walk rather than run. 2. Open doors slowly. 3. Walk on the right in halls. 4. Be safety conscious at all times. 5. Report injury to yourself or others immediately. 6. No horseplay or practical jokes. 7. Use good body mechanics. 8. Protect elderly. 9. Ask someone with experience about safety. Fire prevention 1. Proper care of flammable or combustible materials. 2. Obey smoking regulations. 3. Check all electrical equipment. 4. Know fire drill procedure. 5. Know disaster plan procedure. 6. Special care of oxygen equipment.	Obtain Disaster and Fire Plans from local health agencies. Order Trainex filmstrips: Safety in Housekeeping Hospital Fire Safety Procedures Skills for Allied Health Services, by Lucile Wood

BASIC FIRST AID





UNIT VI BASIC FIRST AID

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Basic First Aid A health worker may be frequently called upon in an emergency; therefore, knowledge of First Aid is essential.	Define First Aid to the instructor's satisfaction in compliance with the Standard Red Cross First Aid Handbook.		Red Cross Aid Handbook and Media films are available from Vt. Red Cross First Aid Center. George Cram Co. Health Charts Phila., Pa.	Define First Aid (essay or oral statement)
	Given a list of teacher determined First Aid principles, the student will list these principles in order of priority as shown on the Red Cross First Aid Films.	Read the Red Cross First Aid handbook. View Red Cross First Aid films.	See above.	From a list of ten statements, choose 5 top priorities in sequential order. (suggested number)
	Given First Aid Handbook, films, health charts and classroom instruction, the student will practice all skills until they are carried out correctly.	View films. Study health charts. Observe teacher demonstration of First Aid Skills. Practice skills.	Role play accident situations. Materials and equipment-- gauze compress sling muslin ace bandage splints airway stretcher roller bandage	Students critique classmates in role playing situations. Practice skills to the satisfaction of the instructor.

Unit VI BASIC FIRST AID CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
<u>First Aid</u> Define First Aid. List First Aid priorities. Bandage, splint, transfer, administer to injured as needed.	Orient students to Red Cross First Aid Program. Using film, media, demonstrate skills giving background information. Students practice skills.	Red Cross First Aid Instructors Manual. Red Cross First Aid Handbooks. Red Cross First Aid Media Films. First Aid supplies and equipment.

INTERPERSONAL COMMUNICATION

ETHICS

TELEPHONE USAGE

HUMAN BEHAVIOR

UNIT VII INTERPERSONAL COMMUNICATIONS

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Ethics				
Health workers must be willing and able to work for and with all people.	The student will apply interpersonal communications by displaying cooperation, tact, dependability, courtesy, respectfulness, trustworthiness, acceptance of authority and tolerance when working for and with all people.	Read materials.	The Nurse Aide, by Donovan Being a Nursing Aide, by Hospital Research and Educational Trust	Written or oral quiz.
		View filmstrips.	Trainex filmstrips: Orientation Sending Process Effective Speaking The Receiving Process Effective Listening Verbal Barriers to Communication Non-verbal Barriers to Communication Career Aids Filmstrip: Ethics for the Nursing Assistant	
		Participate in discussion on interpersonal communication.	Prepare key points to stimulate active group participation.	
		Role-play caring for a patient who is irritable and demanding.	Have student-patient script prepared.	
		Develop self-evaluation checklist.		Student developed checklist

Unit VII INTERPERSONAL COMMUNICATIONS CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
<u>Telephone Usage</u> Health workers are often responsible for making or receiving telephone calls in a health facility.	The student will demonstrate correct telephone usage in a health facility to the instructor's satisfaction.	Read instructor prepared telephone script. Practice making and receiving telephone calls using supplied scripts and teletrainer. Record conversations.	Have prepared telephone scripts. Obtain a teletrainer. Have tape recorder and cassettes available.	Review importance of correct telephone communication. Critique student recordings.

UNIT VII INTERPERSONAL COMMUNICATIONS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Ethics List eight personal qualities that a health worker must strive to attain to be effective in working with and for people. Demonstrate interpersonal communications by displaying the eight qualities in relationships with people.	(Optional teacher-made) Have handout materials on ethics and interpersonal communications available for students. Provide reading assignments on ethics and interpersonal communications. Provide Trainex and Career Aids filmstrips for viewing. Discussion with students on the following points: a. definition of interpersonal communications b. definition of ethics and its relationship to interpersonal communications. List and discuss desirable personal qualities of a health worker. Develop role-play situations for students. After each situation is acted out, review with the class each situation and feelings involved (patient-student and health worker- student).	The Nurse Aide, by Donovan Being a Nursing Aide, by Hospital Research and Educational Trust Trainex filmstrips: Sending Process Effective Speaking The Receiving Process Effective Listening Verbal Barriers to Communication Non-verbal Barriers to Communication Career Aide filmstrip: Ethics for the Nursing Assistant

UNIT VII INTERPERSONAL COMMUNICATIONS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Telephone Usage Explain the importance of correct telephone usage in a health facility. Be able to make and receive a business call in a health facility.	Prepare telephone scripts for use by students. Develop a rating sheet for recorded conversations. Have a teletrainer and tape recorder available. Give examples of poor and proper telephone usage. Have students point out what the good and bad points are by making a list during the demonstrations. Go over these points with the class. Having students work in pairs, have them read and practice the telephone scripts - then record their conversations. Allow the class to evaluate the recordings by using the rating sheets.	Rating sheet of recorded conversation.

Unit VII INTERPERSONAL COMMUNICATIONS CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Human Behavior In order to become an effective health worker, it is necessary to have an understanding of how and why people behave in certain ways.	Define and explain patterns of behavior as given by the instructor. Describe how illness may effect a patient's behavior.	Read chapters related to each pattern of behavior in Understanding Human Behavior- Milliken Take part in values clarification strategies. Participate in group discussion as the different behavior patterns are assigned. Roleplay teacher developed situations involving health worker- patient relationships. Listen to guest speakers such as a social worker, counselor and psychologist.	Books Understanding Human Behavior- Milliken Values Clarification- Simon, Howe, Kirschbaum Children the Challenge- Driekers Psychology in the Classroom- Driekers Filmstrips Your Attitude is Showing Personality: The You Others See-Guidance Associates	Written or oral quiz. Participation in strategies and group discussions.

Unit VII INTERPERSONAL COMMUNICATIONS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Human Behavior List patterns of behavior. Define and explain the types of behavior patterns. Describe how illness may effect a patient's behavior.	Assign chapters related to each pattern of behavior. Follow each assignment with discussion. Develop implement work sheets for use in values clarification strategies. Have students develop role-play situtations involving health worker-patient relationships. Schedule guest speakers.	Understanding Human Behavior, by Milliken Values Clarification, by Simon, Howe, Kerschbaum Children the Challenge, by Driekers Psychology in the Classroom, by Driekers Work sheets for values clarification strategies. Filmstrips: Your Attitude is Showing Personality: The You Others See Guidance Associates

MEDICAL COMMUNICATIONS

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LEVEL I

LEVEL II

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UNIT VIII MEDICAL COMMUNICATIONS

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Medical Terminology I				
1. A knowledge of medical terminology is necessary to follow directions when working in a health facility.	Given a list of medical terminology, the student will define the terms to the instructor's satisfaction.	Read and study teacher developed list of medical terminology.	Make up list of Level I medical terminology. Understanding Medical Terminology, by Sister Agnes Clair Frenay Tabers Cyclopedia Medical Dictionary (List to be adapted to concept in Column I.)	
		Use medical terminology in class discussions and when practicing skills.	Teacher-made games to reinforce terminology. Example: Use of prefix, root word and/or suffix to put together a medical term.	Student will use medical terminology in class discussions and when practicing skills.
		Working in teams of two, students quiz one another on medical terminology list.		
		Define common medical abbreviations.		Paper and pencil evaluation or oral evaluation if necessary.
		Define common prefixes, suffixes and root meanings.	Brady's Programmed Medical Terminology	
		Medical Terminology Crossword puzzles		

Unit VIII MEDICAL COMMUNICATIONS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Medical Terminology I Define given medical terminology. Discuss medical terminology and its applications. Define medical abbreviations.	As textbook units are taught, explain medical terminology from each unit. Students study medical vocabulary from each unit. Working in teams of two, students will quiz one another on medical terminology. Compile list of medical terminology for students to study and use. Word games; for example: Hangman Give out list of medical abbreviations. Have students test themselves on abbreviations, for example: 10 words a day.	Understanding Medical Terminology-Frenay Tabers Cyclopedia Dictionary Being a Nursing Aide Hospital Research and Educational Trust The Nurse Aide- Donovan

Unit VIII MEDICAL COMMUNICATIONS CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Medical Terminology II				
Reading, writing, and interpreting medical terminology is necessary to function efficiently in a health facility.	Given a list of medical terms and their definitions, the student will match the term with the correct definition to the instructor's satisfaction.	Read and study teacher made medical terminology list.	Compile medical terminology list. Taber's Medical Dictionary Understanding Medical Terminology, by Sister Agnes Frenay	
		Practice use of medical terminology in class discussions and while performing skills.		Student will use medical terms during class.
		Medical vocabulary games.		Paper and pencil tests.

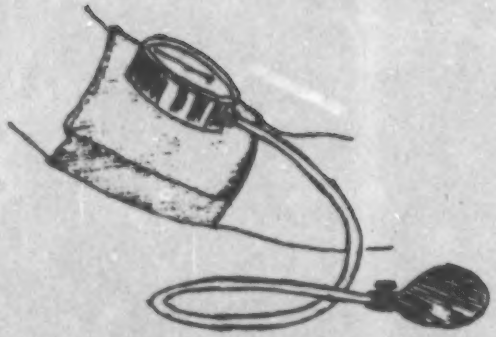
Unit VIII MEDICAL COMMUNICATIONS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Medical Terminology II Define medical terminology and medical abbreviations. Read and write and interpret medical terminology.	As textbook units are taught, explain medical terminology from each unit. Students study medical vocabulary from each unit. Working in teams of two, students quiz one another on medical terminology. Compile a list of medical terminology for students to study and use. Word games, for example: Hangman Give out list of medical abbreviations. Have students test themselves on abbreviations, for example: 10 words a day. Students complete simulated nurses notes. Students complete simulated Kardex. Students will read and interpret written medical terminology (simulated).	Understanding Medical Terminology Frenay Tabers Cyclopedia Dictionary Being a Nursing Aide Hospital Research and Educational Trust The Nurse Aide - Donovan

VITAL SIGNS

BLOOD PRESSURE

TEMPERATURE



PULSE & RESPIRATION

TEMPERATURE

PULSE

RESPIRATION

BLOOD PRESSURE

Unit IX TAKING A PATIENT'S VITAL SIGNS

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION MEASURES
Vital Signs Vital signs may indicate changes occurring in the body that affect the patient's condition.	*1. Define and list either written or orally, the importance of temperature, pulse, respiration, and blood pressure procedures as given in reading materials. Recognize deviations from normal vital sign patterns as given by instructor. 2. Following the procedure sheet, take and write down a temperature--orally, axillary and rectally--with 100% accuracy. * Partial objective measure (written criterion test) found in appendix material, page 151	Read: Being a Nursing Aide, by Hospital Research and Educational Trust View Trainex filmstrips: Temperature, Pulse, and Respiration Blood Pressure Read given procedure sheet on taking a temperature. Observe instructor demonstration of the following: oral, axillary, and rectal temperatures. Practice taking an oral and an axillary temperature on another student. Practice taking a rectal temperature using a manikin.	Nursing Skills for Allied Health Services, by Wood Vol. 2 Trainex filmstrips: Temperature, Pulse, and Respiration Blood Pressure Procedure sheets Fahrenheit thermometers Centigrade thermometers Oral thermometers Rectal thermometers Have available a Chase (or similar) manikin.	Written or oral quiz. Take an oral, axillary, and rectal temperature.

Unit IX VITAL SIGNS CON'T.

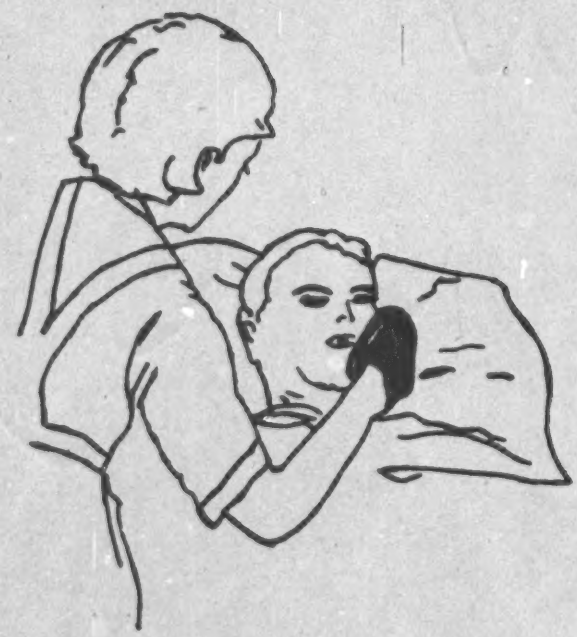
SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Taking a Patient's Vital Signs cont'd.	3. Following the procedure sheet, take and record a pulse and respiration. Radial pulse Carotid pulse Temporal pulse Femoral pulse Apical pulse	Read the procedure sheet on taking the pulse and respiration. Observe instructor demonstration of taking the pulse and respiration. Practice taking the pulse and respiration on another student.	Have available the procedure sheets on taking pulse and respiration, listing needed materials and sequential steps to follow. Watch or clock with a second hand.	Oral or written quiz on pulse and respiration. (This may be given with the temperature quiz.) Take a pulse and respiration on another student.
	4. Following the procedure sheet, take and record a blood pressure.	Read given procedure sheet on taking a blood pressure. Observe instructor demonstration for taking a blood pressure. Practice taking another student's blood pressure according to procedure as demonstrated.	Blood pressure procedure sheets available listing materials needed and steps to follow. Have available necessary materials needed for taking a blood pressure.	Quiz (oral or written) on blood pressure procedure. Student will take a blood pressure as previously instructed.

Unit IX VITAL SIGNS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Taking a Patient's Vital Signs		
Define a patient's temperature.	Assign reading material on taking a patient's vital signs.	Being a Nursing Aide - Hospital Research and Educational Trust
List reasons why taking a temperature is important.	Show filmstrip on taking a temperature, pulse and respiration.	Nursing Skills for Allied Health Services, Vol. 2
Define patient's pulse and respiration.	Discuss reading material and filmstrip.	Trainex filmstrips: Blood Pressure, Temperature, Pulse and Respiration
Enumerate importance of accurate pulse and respiration.	Explain and show different types of thermometers-have available supplies and materials needed to take a thermometer.	Procedure sheets for Temperature, Pulse, Respiration and *Blood Pressure.
Define a patient's blood pressure.	Demonstrate the correct method for taking a temperature (use a student subject) and write the reading down. (Including preparation of patient, thermometer and after care of thermometers.)	
List reasons why taking a blood pressure is important.	Pass out procedure sheets for taking a temperature (orally, rectally, axillary) to students.	
Take a patient's (fellow student) blood pressure.	Assign students to partners to practice taking a temperature.	
Take a patient's (fellow student) temperature.	Circulate among students to observe their progress during practice session.	
Take a patient's (fellow student) pulse and respiration.	Have students practice taking a rectal temperature using the Chase manikin.	*See Appendix
Write down temperature, pulse, respiration and blood pressure.	Discuss deviations from normal vital sign patterns.	
Recognize deviations from normal vital sign patterns.		

Unit IX VITAL SIGNS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Taking a Patient's Vital Signs Cont'd	Demonstrate taking a pulse and respiration (using a student subject). (At this time, reinforce what causes a pulse to be felt.) Show students where pulse may be felt other than the radial pulse. Show students how to write down the findings after taking a pulse and respiration. Distribute procedure sheets for taking a pulse and respiration. Assign students partners to practice taking a pulse and respiration. Circulate among students to observe and assist during practice session. Show students sphygmomanometers available (anaroid, mercurial) such as stand-by model and portable. With a model drawn on blackboard or construction paper, show how a blood pressure reading is obtained. Show and demonstrate how a stethoscope is used. Demonstrate how to prepare equipment and patient for taking a blood pressure. Take a blood pressure using a student as a subject. Show how to write down blood pressure results. Distribute procedure sheet on taking a blood pressure. Assign students partners to take turns practicing taking blood pressure. Assist students during practice session. Use a teaching (double-head) stethoscope if available. Have students take a patient's (student) vital signs and record the results on a piece of paper.	- 59 -



ORAL HYGIENE

BATHING THE PATIENT

PERINEAL CARE

SKIN CARE

DRESSING THE PATIENT

FEEDING THE PATIENT

PERSONAL CARE OF THE PATIENT

UNIT X PERSONAL CARE OF THE PATIENT

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Oral Hygiene Regular oral hygiene is important because it provides comfort, a sense of well-being and helps prevent the growth of bacteria in the patient's mouth.	Given information on oral hygiene, the student will demonstrate the three types of mouth care and state the reasons for their importance to the satisfaction of the instructor.	Review on oral structures and functions. Read chapter on Oral Hygiene in: Being a Nursing Aide, by Hospital Research and Educational Trust The Nurse Aide, by Donovan View Trainex filmstrip: Oral Hygiene Observe instructor demonstration of: a. routine mouth care b. care of dentures c. special mouth care Practice on each other or manikin: a. routine mouth care b. care of dentures c. special mouth care	Being a Nursing Aide, by Hospital Research and Educational Trust The Nurse Aide, by Donovan Trainex filmstrip: Oral Hygiene Demonstrate the following: a. routine mouth care b. care of dentures c. special mouth care	Student will demonstrate and explain the three types of mouth care.

UNIT .X PERSONAL CARE OF THE PATIENT: continued

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Oral Hygiene Give routine mouth care. Care of dentures. Give special mouth care.	Assign chapter on oral hygiene in textbook. Have needed materials available for student practice of oral hygiene. Show filmstrip on oral hygiene. Review with class oral structures and functions. (use models, overhead transparencies, etc.) Give class examples of several patient conditions which require the need for special mouth care. Demonstrate routine and special mouth care on a student-patient. Explain important points to remember while demonstrating procedures to the class. Give students procedure sheets (if desired). Have students work in pairs to practice oral hygiene. During practice sessions observe students and assist them as needed.	Reference Books Being a Nursing Aide, by Hospital Research and Educational Trust The Nurse Aide, by Donovan Filmstrip Oral Hygiene, by Trainex Procedure sheets for giving oral hygiene (if necessary or desired).

Unit X PERSONAL CARE OF THE PATIENT CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION MEASURES
Bathing the Patient Give a patient a bath provides stimulation of circulation and muscular activity as well as eliminating bacteria and body odor.	Given information and demonstration, the student will be prepared to meet the patient's comfort needs through bathing.	Read text and procedure sheet on the baths. View filmstrips: Bathing the Patient; Showers and Tub Baths, by Trainex Observe instructor demonstration of baths. Practice giving a bed bath, tub bath, showers, and whirlpool bath.	Trainex filmstrips: Bathing the Patient; Showers and Tub Baths, by Trainex Demonstrate giving baths.	Student will demonstrate giving baths.

Unit X PERSONAL CARE OF THE PATIENT CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Bathing the Patient Give a patient a bath.	Assign textbook chapter on bathing the patient. Prepare procedure sheets on bathing the patient, if desired. Have filmstrips on bathing the patient available for student viewing. Demonstrate the bath procedures using a manikin or student. Emphasize the important points to remember for the class. Have students practice on each other and a manikin giving a partial bath, complete bath, tub baths, and a shower. Assist students as necessary during the practice sessions.	Being a Nursing Aide, by Hospital Reasearch and Educational Trust Nursing Skills for Allied Health Services, by Wood Trainex filmstrips: Bathing the Patient Showers and Tub Baths

Unit X PERSONAL CARE OF THE PATIENT CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION MEASURES
Perineal Care Perineal Care is performed to prevent contamination or infection in the genital area, and to remove drainage or odor through cleansing.	Given reading assignment and classroom instruction, the student can provide perineal care for the patient, as specified on procedure sheet.	Read: Chapter on perineal care The Nurse Aide, by Donovan Nursing Skills for Allied Health Services, volume 2 by Lucille Wood Read procedure sheet. Discuss reading material. Observe instructor demonstration. Practice perineal care on manikin.	The Nurse Aide, by Donovan Nursing Skills for Allied Health Services, volume 2 by Lucille Wood Procedure sheets for Perineal Care. Supplies and equipment for giving perineal care. Manikin	Give perineal care to manikin. Quiz

Unit: X PERSONAL CARE OF THE PATIENT CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL REQUIRED SOURCE
Perineal Care Assemble necessary equipment. Explain procedure to patient. Prepare and position patient. Give perineal care to mannequin.	Discuss the importance of perineal care for patient's cleanliness. Discuss the technique of carrying out this procedure in a reassuring manner and reducing or avoiding embarassment to the patient. Give key medical terminology involved in the procedure. Demonstrate procedure. Have students practice giving perineal care to mannequin.	Text: The Nurse Aide - Donovan Nursing Skills for Allied Health Services Wood Procedure sheets, equipment needed for perineal care, mannequin

Unit X PERSONAL CARE OF THE PATIENT CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION MEASURES
Skin Care Proper care of the skin provides stimulation of circulation and muscular activity. When a person is ill, his skin needs special care because it is more apt to become irritated and tender.	Given background information in backrub procedure, the student will be able to give a backrub to provide stimulation of circulation and muscular activity. Given proper materials and previous instruction on positioning a patient, the student will be able to recognize the symptoms of the formation of decubitus ulcers and institute preventive measures as given by the instructor.	Read assigned material: Being A Nursing Aide, by Hospital Research and Educational Trust Instructor demonstration of backrub. Practice backrub procedure on classmate. View Trainex filmstrip: Prevention and Treatment of Decubiti. Instructor demonstration of air and sponge rubber cushions, pads, air mattresses, pillows, etc. Write a list of causes and prevention of decubiti.	Nursing Skills for Allied Health Services, by Wood Being a Nursing Aide, by Hospital Research and Educational Trust Trainex filmstrip: Prevention and Treatment of Decubiti. Special equipment for skin care.	Give a backrub to a classmate. Oral or written quiz. Situation skill test using special equipment.

Unit X PERSONAL CARE OF THE PATIENT CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Skin Care Give a backrub. State purpose of backrub. Recognize symptoms of skin irritation. Use comfort aids to prevent decubiti.	Assign reading. Demonstrate backrub procedure. Have students practice backrub procedure. Show filmstrip. Discuss prevention of decubiti. Demonstrate proper use of comfort aids. Pencil and paper quiz.	Nursing Skills for Allied Health Services, by L. Wood Being a Nursing Aide, by Hospital Research and Educational Trust The Nurse Aide, by Donovan Prevention and Treatment of Decubiti, by Trainex

Unit X PERSONAL CARE OF THE PATIENT CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION MEASURES
Dressing the Patient There will be times when it is necessary to either completely dress or assist a patient to dress.	Given instruction on dressing a patient, the student will dress or assist a patient to dress allowing for individual physical conditions and limitations.	Read information on dressing a patient in: Nursing Skills for Allied Health Services, volume 1 by Wood The Nurse Aide, by Donovan Participate in discussion of special conditions which influence the technique of dressing a patient. Instructor demonstration of dressing patients. Practice dressing a patient using manikin and/or student with simulated problems - for example, fractures, paralysis.	Nursing Skills for Allied Health Services, volume 1 by Wood Manikin for practice use.	Dress Patients.

Unit X PERSONAL CARE OF THE PATIENT CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Dressing the Patient Dress a patient being able to adjust the technique according to individual needs and limitations	Assign reading material. Discussion of technique of dressing patient with different physical conditions. Demonstrate dressing patients with physical limitation. Have students practice dressing patients using classmates and mannequin.	Nursing Skills for Allied Health Services Vol. 1, Wood The Nurse Aide - Donovan

Unit X PERSONAL CARE OF THE PATIENT CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION MEASURES
Feeding the Patient Certain patients will require your assistance when eating. Some patients may need special methods for providing nourishment. Gastric gavage Patients who cannot swallow foods may be fed by gastric gavage.	Following the procedure sheet for feeding patients, the student will be able to meet varying nutritional needs.	Read related material in Being a Nursing Aide. View Trainex filmstrip: Feeding a Patient. Listen to guest speaker-dietician. Be prepared for class discussion of meeting nutritional needs of patient. Observe instructor demonstration of feeding patient. Practice feeding a fellow student who is role playing: a. A blind patient b. A patient who must remain flat in bed c. A helpless patient View Trainex filmstrip on Gastric Gavage. Discuss and demonstrate gavage feeding. Practice giving gavage feeding.	Nursing Skills for Allied Health Services, volume 1 by Wood Trainex filmstrips: Feeding a Patient; Gastric Gavage Demonstrate feeding patient techniques. Supply nourishments for students for practice feeding a patient. Order filmstrips Levine tube Bulb syringe Liquid feeding	Student will feed a patient according to each patient's special needs.

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Unit X PERSONAL CARE OF THE PATIENT CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
<u>Feeding the Patient</u> Assess patient's need for assistance with tray. Prepare tray so patient can easily feed himself. Feed a helpless patient. Give a gavage feeding.	Assign reading material. Show filmstrips. Discuss aspects of feeding techniques. Demonstrate feeding a patient. Have students feed each other. Provide procedure sheets for feeding a patient. Procedure sheet for gavage feeding.	<u>Nursing Skills for Allied Health Services</u>, by Lucile Wood <u>The Nurse Aide</u>, by Donovan <u>Feeding a Patient</u>--filmstrip by Trainex <u>Gastric Gavage</u>,--filmstrip by Trainex

INTAKE - OUTPUT

5/15/74

IRENE ANDERSON

30497

	INTAKE (in cc's)					OUTPUT (in cc's)			
7 a.m.		30				200			
		120		1000					
10 a.m.	JUICE	90							
12 p.m.	BROTH	100				150			
	TEA	80							
1 p.m.		120				100			
						120			
		530		1000		570			

MEASURING INTAKE AND OUTPUT

MEASURING INTAKE & OUTPUT

METRIC SYSTEM

UNIT XI MEASURING INTAKE AND OUTPUT

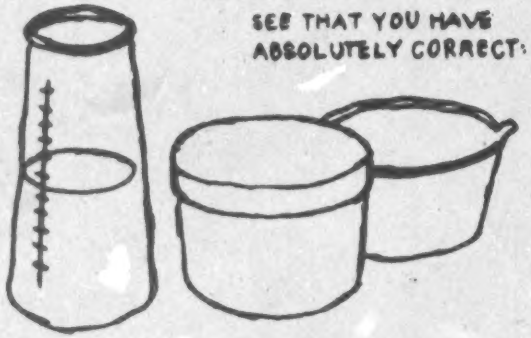
SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Intake and Output The nursing staff is responsible for measuring and recording intake and output on a patient as ordered by a doctor.	Given reading assignments and classroom instruction, the student can accurately measure fluid intake and fluid output and maintain records as required.	Read: The Nurse Aide, by Donovan-Chapt. on Intake and Output. View: Trainex filmstrips: Intake and Output The Metric System Discuss instructional material. Develop metric system equivalency chart to measure intake and output. Develop bulletin board of metric system measurements Compute simulated I and O sheets. Roleplay explaining to a patient about I and O. List reasons for keeping I and O charts 1. Doctors orders. 2. Foley catheter in place. 3. Kidney disorder. 4. Circulatory system disorder.	The Nurse Aide, by Donovan Trainex filmstrips: Intake and Output The Metric System Metric system equivalency charts. I and O sheets. Procedure sheets. Metric measuring graduates.	Quiz on metric system equivalents. Complete simulated I and O sheet.

Unit XI MEASURING INTAKE AND OUTPUT CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Intake and Output Discuss average daily intake and output, variations from the norm and reasons for variations. Measure intake. Record intake. Measure output. Record output.	Discuss instructional material. Include: a. Normal fluid balance b. Restricting fluids c. Forcing fluids d. Intake and output e. Metric system Students develop metric system charts. Students develop bulletin board depicting fluids balance and metric system. Students measure intake given the following material: calibrated graduate cups, various size glasses, bowl Students measure output given: calibrated graduate and various amounts of fluids-compute simulated I & O sheets. Roleplay explaining intake and output to a patient.	Being a Nursing Aide, by Hospital Research and Educational Trust The Nurse Aide, by Donovan

COLLECTING SPECIMENS

SEE THAT YOU HAVE ABSOLUTELY CORRECT:



- THE PATIENT
- THE SPECIMEN
- THE TIME
- THE AMOUNT
- THE CONTAINER
- THE LABEL
- THE REQUISITION
- THE METHOD

UNIT XII COLLECTING SPECIMENS

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Collecting Specimens Laboratory examinations of small samples of body waste products provide facts to aid the doctor in his diagnosis of the patient's condition.	The student should be able to collect, place in correct container, and label accurately, body waste specimens for laboratory examination to instructor's satisfaction.	Read procedure sheet for collecting the following body specimens: sputum, urine and feces. Read: Being a Nursing Aide, by Hospital Research and Educational Trust-Chapt. on collecting specimens. Identify different containers used to collect specimens and identify labels correctly completed. Practice printing labels for each type of specimen container.	Have procedure sheets on collecting specimens. Have samples of different containers, and correctly completed labels for each type of body waste specimens. Sufficient number of blank sample labels.	Student will utilize correct process to collect body waste specimens for laboratory examination and label correctly.

Unit XII COLLECTING SPECIMENS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Collecting Specimens Explain procedure to patient. Collect a specimen Label a specimen. Record collection on chart. Deliver specimen to laboratory.	Assign reading. Discuss different specimens that can be collected. Hand out procedure sheets for specific specimen collection. Have students simulate collecting a specimen. Label a specimen container. Practice recording specimen collection.	Being a Nursing Aide, by Hospital Research AND Educational Trust The Nurse Aide, by Donovan Assortment of collection containers and labels.

ADMISSION

TRANSFER

DISCHARGE

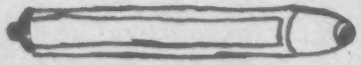
UNIT XIII ADMISSION, DISCHARGE, TRANSFER OF PATIENT

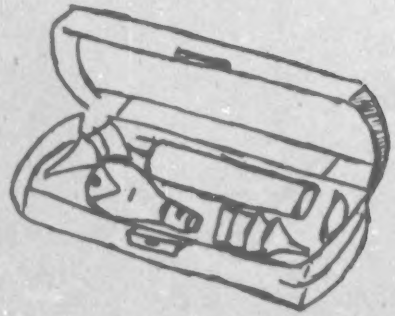
SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Admission, Discharge and Transfer Each medical facility has a specific method for clarification and identification in the admission, transfer, and discharge of a patient.	Upon completion of an assigned unit on admission, transfer, and discharge, the student will be able to admit, transfer, and discharge a patient correctly (to the instructor's satisfaction) while demonstrating concern for his physical and emotional well-being as well as for his personal belongings.	Read: The Nurse Aide, by Donovan-Chapt. on admission, transfer, and discharge of patient View Trainex filmstrip--Admission and Discharge Observe instructor demonstration of: a. admitting a patient b. transferring a patient c. discharging a patient Assemble all necessary equipment and paper forms. Practice: a. admitting a patient b. transferring a patient c. discharging a patient	Nursing Skills for Allied Health Services, by Wood The Nurse Aide, by Donovan Admission and Discharge, by Trainex Prepare and hand-out paper forms for recording admission, transfer, and discharge.	Student will explain environment and hospital routine to patient. Student will take safe care of patient's belongings. Student will complete paper forms for admission, transfer, and discharge. Student will admit, transfer and discharge a fellow student.

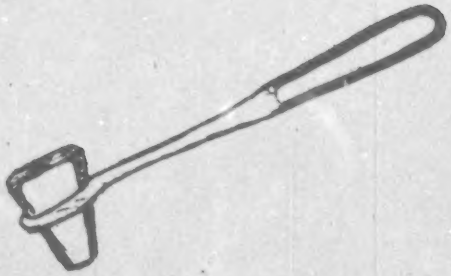
Unit XIII ADMISSION, DISCHARGE, TRANSFER OF PATIENT CON'T.

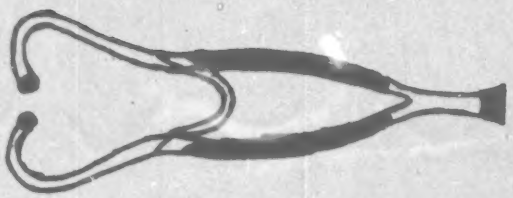
OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Admission, Transfer, Discharge Admit a patient. Transfer a patient. Discharge a patient.	Assign reading - Chapter on Admission, Transfer, and Discharge in The Nurse Aide, by Donovan Have available sample paper forms from local health agency. Filmstrip for student viewing - Admission and Discharge, by Trainex. Explain how to greet a patient on admission. Demonstrate admitting a patient. Show how to care for a patient's belongings. (patient's individual needs and wants should be considered). Explain during demonstration how to orient the patient to his surroundings in the health care facility. Demonstrate how to transfer a patient. Demonstrate discharging a patient. Students admit, transfer and discharge a patient using role playing. Students complete health facility admission, transfer and discharge forms.	The Nurse Aide, by Donovan Nursing Skills for Allied Health Services, by Wood Trainex filmstrip - Admission and Discharge Paper forms for admission, transfer and discharge from health facility.

ASSISTING WITH A
PHYSICAL EXAMINATION









UNIT XIV ASSISTING WITH PHYSICAL EXAMINATIONS

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Physical Examination As a health worker you will be called upon to assist with physical examinations.	The student will be able to set up, assist and position a patient for physical examinations, following classroom instruction and reading assignments.	Read assignment on Physical Examination in: The Nurse Aide - Donovan	The Nurse Aide, by Donovan	
		View Trainex filmstrip-- Assisting with a Physical Examination.	Trainex filmstrip-- Assisting with a Physical Examination	
		Optional: Visit local health agency and inspect examination room.		
		Demonstration of physical examination procedure by instructor.		
		List examination techniques and positions.		Written quis.
		Assemble all necessary equipment.	Special instruments for physical examination setup.	
		Using manikin, roleplay examination procedure.	Manikin	Roleplay assisting with physical examination to the satisfaction of the instructor.

Unit XIV ASSISTING WITH PHYSICAL EXAMINATIONS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Assisting with a Physical Exam 1. Identify equipment. 2. Organize equipment on a tray. 3. Give patient emotional support. 4. Anticipate needs of the doctor and hand him/her equipment when needed. 5. Position patient correctly for specific examination. 6. Clean equipment and examination room. 7. Label correctly any specimen collected.	Give reading assignments. List key vocabulary words. Show filmstrip. Set up equipment tray. Have student set up equipment tray and identify each instrument. Role-play conversing with a patient and explaining procedure. Demonstrate various positions. Have students position manikin. Demonstrate clean-up and labeling of specimens.	*The Nurse Aide*, by Donovan Trainex filmstrip: *Assisting with a Physical Exam* Equipment tray with instruments.

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PRE AND POSTOPERATIVE CARE

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PREPARING THE PATIENT FOR SURGERY

CARING FOR THE PATIENT AFTER SURGERY

UNIT XV PREOPERATIVE AND POSTOPERATIVE CARE

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Preoperative Care A patient is prepared for surgery by following specific routine procedures.	Given information regarding the care of a preoperative patient, the student will be able to prepare a patient for a surgical operation, to the instructor's satisfaction.	Read: Being a Nursing Aide The Nurse Aide Discuss preoperative procedures from reading materials. View filmstrip: Preoperative and Postoperative Care, by Trainex Observe instructor demonstration of preparation of operative site. Roleplay instructor suggested situations to include questions preoperative patients may ask. Identify the areas to be shaved for specific surgery. Simulate, using manikin, shaving of areas for a specific operation. Review other preoperative preparations.	Being a Nursing Aide, by Hospital Research and Educational Trust The Nurse Aide, by Donovan Nursing Skills for Allied Health Services, by Wood Trainex filmstrip: Preoperative and Postoperative Care. Instructor demonstration of preparation of specific operative sites. Materials and equipment needed for preparation of the patient and the unit.	The student will explain why preoperative preparation is important. The student will prepare a patient for a surgical operation.

Unit XV PREOPERATIVE AND POSTOPERATIVE CARE CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Preoperative Care		
List the steps involved in preoperative care.	Give textbook assignment.	Being a Nursing Aide, by Hospital Research and Educational Trust
State observations to be made of the patient's behavior and physical condition.	Show filmstrip.	Filmstrip--Preoperative and Postoperative Care, by Trainex
List procedures to be carried out the evening before surgery.	Develop role-playing situations concerning the preoperative patient.	Teacher-made role-playing situations.
Prepare a patient for surgery - (simulated).	Have students list other preoperative preparations necessary.	
	Develop wall charts showing specific areas to be shaved for specific types of surgery.	Teacher-made wall charts.
	Demonstrate preparing a patient for surgery.	
	Have students prepare a patient for surgery.	
	Give a written quiz on preoperative care.	

Unit XV PREOPERATIVE AND POSTOPERATIVE CARE CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Postoperative Care The caring aspect of postoperative nursing is the feeling that is extended to the patient and experienced by him. It is the part of nursing that requires being with the patient, tending to his needs, heeding his responses, and protecting him from danger.	The student will assemble the required equipment and provide postoperative care to the unconscious or helpless patient, or to the patient who has fully recovered from anesthesia, to the instructor's satisfaction.	Read: .Being a Nursing Aide The Nurse Aide Chapter on Postoperative Care View Filmstrip: Preoperative and Postoperative Care. Role play patient returning from Postanesthesia Room and give care necessary. Include transfer of patient from stretcher, positioning patient, emotional support of patient, checking operative site, special catheters or tubes, and monitoring vital signs.	Being a Nursing Aide, by Hospital Research and Educational Trust The Nurse Aide, by Donovan Nursing Skills for Allied Health Services, by Wood Trainex filmstrip: Preoperative and Postoperative Care. Instructor-made role-playing situations regarding care of postoperative patient. See unit on bedmaking for postoperative bed.	Written quiz. Student will simulate care of a postoperative patient by roleplaying

Unit XV PREOPERATIVE AND POSTOPERATIVE CARE CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Postoperative Care Define postoperative care. Assemble necessary equipment needed in post-operative room. Roleplay caring for postoperative patient following doctors orders.	Assign Postoperative Care in The Nurse Aide Discuss aspects of postoperative care and convalescent period. Show filmstrip Postoperative Care. Demonstrate assembling equipment for postoperative room. Using student as patient, roleplay giving post-operative care. Have students work in groups of two and role giving postoperative care. Give a written quiz on postoperative care.	Being a Nurse Aide by Hospital Research and Educational Trust The Nurse Aide by Donovan Nursing Skills for Allied Health Services by L. Wood Trainex filmstrip: Peroperative and Post-operative Care

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CARE OF THE DYING

CARE OF THE DYING

POST MORTEM CARE

UNIT XVI CARE OF THE DYING PATIENT AND POST MORTEM CARE

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Care of the Dying Patient and Post Mortem Care A health worker should understand the needs of the dying patient, his family and friends.	Given reading assignment, the student will meet the needs of the dying patient in the five stages of the dying process, to the instructor's satisfaction.	Read assigned material. View filmstrips: On Death and Dying, by Career Aids Spiritual Needs of the Patient and Care of the Dying, by Trainex Discuss needs of the dying patient and his family.	Nursing Skills for Allied Health Services, by Wood The Nurse Aide, by Donovan Trainex filmstrips: Spiritual Needs of the Patient Care of the Dying On Death and Dying by Elisabeth Ross Career Aids filmstrip: On Death and Dying	Write or state five stages of the dying process.
The health worker should know the procedure for care of the body after death.	Following the procedure sheet, the student will prepare a body after death.	Observe teacher demonstration of post mortem care. Practice post mortem care following procedure sheet.	Post mortem care procedure sheets. Order filmstrips?	Carry out post mortem care following procedure sheet.

Unit XVI CARE OF THE DYING AND POST MORTEM CARE CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Care of the Dying Patient and Post Mortem Care Explain in writing, the needs of the dying patient and his family. Can give emotional support to the dying patient. Can correctly prepare a body after death.	Assign reading. Show filmstrips. Carry out discussion of the needs of the dying. Demonstrate post mortem care. Have students roleplay giving post mortem care.	Nursing Skills for Allied Health Services. by Lucile Wood On Death and Dying. by Elizabeth Ross Trainex filmstrips: Spiritual Needs of the Patient; Care of the Dying Career Aids filmstrip: On Death and Dying

- PHYSIOLOGY

- ANATOMY

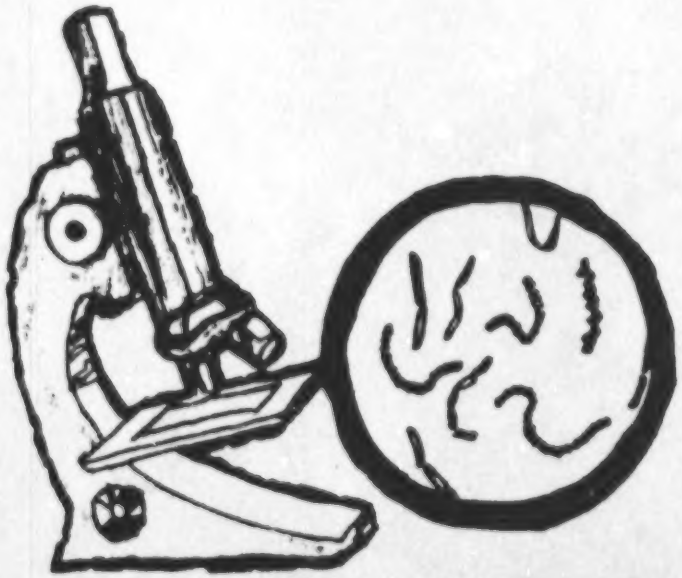
UNIT XVII ANATOMY, PHYSIOLOGY OF THE HUMAN BODY

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Anatomy and Physiology of the Human Body A health worker should know how the body is structured and how the normal body functions in order to understand and care for the sick and disabled. Note: Students will study the following systems: 1. skeletal 2. muscular 3. circulatory 4. respiratory 5. digestive 6. nervous 7. excretory 8. reproductive 9. endocrine	Given reading assignments and classroom discussion, the student will--- 1. list major body systems 2. define functions of each major body system. 3. describe structures in each major body system.	Read assignments. View filmstrip. Label each system on worksheet. Manipulate skeleton and models. Play "hangman" with vocabulary list. Complete learning activity package on each body system. Dissect when specimens are available. Examples: beef heart, liver, chicken leg, etc. Prepare slides of various types of tissue and view under microscope.	Body Structure and Function, by Skelly The Nurse Aide, by Donovan Anatomy films 16 mm from UVM A-V Film Library. Worksheets for labeling. Skeleton Models of brain, heart, eye and ear, and health charts from George Cram Co., Phila., Pa. Vocabulary list Specimens when available. Dissecting kits. Slides Stains Microscope	List body systems. Define functions of body systems. Define structures of body systems. Write or state causes, symptoms, treatments, and prevention of common illnesses, disorders, and diseases.

Unit XVII ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Anatomy and Physiology of the Human Body Define the parts of a cell. Define tissue, organ and body system. List the four groups of tissues. Describe the function of cells, tissues and organs.	Assign reading materials. Give students worksheets on the cell for labeling. Have students draw the different types of tissues. Using chicken leg, have students dissect and identify the different tissues. Discuss functions of cells, tissues, and organs. Prepare quiz. Make slides of various types of tissue and view under microscope.	The Human Body in Health and Disease, by Memmler and Rada Body Structure and Function, by Shelly Anatomy and Physiology--transparencies by McGraw-Hill

MICROBIOLOGY



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UNIT XVII: MICROBIOLOGY

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Microbiology It is important to have a basic knowledge of microbiology to understand the growth, spread, and control of harmful microorganisms.	Given instruction in microbiology, the student will be able to describe and recognize common harmful microorganisms and the diseases they cause.	Read instructional material	Brady's Programmed Introduction to Microbiology, by Brady Company	
		View filmstrip.	Trainex filmstrip: Bacteria Control - Equipment Cleanliness	
		Guest speaker - laboratory technologist or certified laboratory assistant.	Invite guest speaker.	
		Make agar cultures.	Assemble equipment for cultures and procedure sheet for taking cultures.	Student will take a culture following procedure sheet.
		View slides of microorganisms with microscope.	Assemble slides and microscope.	Student can recognize and describe common harmful microorganisms.
		Visit hospital laboratory, view current laboratory findings of disease-causing microorganisms.	Arrange for field trip to hospital.	Student will list diseases caused by harmful microorganisms.

Unit XVIII MICROBIOLOGY CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Microbiology Describe characteristics of common harmful microorganisms. Explain how disease-causing microorganisms are transmitted. Identify methods used to destroy or prevent the transmission of harmful microorganisms.	Assign reading material. Have filmstrip available. Arrange for guest speaker. Arrange for field trip to hospital laboratory. Have materials for preparation of cultures. Select slides of microorganisms for viewing with microscopes.	Brady's Programmed Introduction to Microbiology, by Brady Company Trainex filmstrip: Bacteria Control-Equipment Cleanliness.

NUTRITION

UNIT XIX NUTRITION

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Nutrition The health worker needs to know the nutritional needs of the human body in health and disease.	Following textbook assignments and classroom discussions, describe and explain the nutritional needs for the healthy person, and how these will vary under specific disease conditions.	Read: The Nurse Aide, by Donovan Discuss daily nutritional requirements. Keep a 5-day record of food eaten. Critique 5-day record. Practice writing menus meeting daily requirements. Discuss with dietician special dietary needs. Research vitamins listing minimum daily requirements and where found. Make posters depicting foods rich in vitamins.	The Nurse Aide, by Donovan Nursing Skills for Allied Health Services, by Wood Dietician as guest speaker. Order Posters on Basic 4 food groups from Vermont Dairy Council. Have material available for making posters.	Student will list Basic 4, vitamins, minerals. Student will write a 3-day balanced diet. Student will differentiate between special diets.

Unit NUTRITION CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Nutrition Describe and explain the nutritional needs for the healthy person. Reiterate how nutritional needs vary under specific disease conditions.	Assign reading material on nutritional requirements Put posters on basic four food groups on a bulletin board. Discuss reading assignment and posters. Prepare forms for students to record food intake. Assign five day record of dietary intake. After the student record of food intake has been completed, have each student critique the eating habits using the basic four food groups as a guide. Schedule dietician as guest speaker on special dietary needs. Assign research projects on vitamins.	The Nurse Aide, by Donovan Nursing Skills for Allied Health Services, by Lucile Wood Dietician guest speaker. Posters on basic four food groups from Vermont Dairy Council. Forms for diet record keeping.

SPECIAL SKILLS

SPECIAL SKILLS INCLUDED IN DOCUMENT:

Enema
Vaginal Douche
Application of Heat and Cold
Range of Motion Exercises
Casts and Traction
Inhalation Therapy
ECPR
Amblyopia Clinic
Restraints

SPECIAL SKILLS NOT INCLUDED IN DOCUMENT:

Ambulatory Devices
Tracheotomy Care
Colostomy Care
Catheters and Tubes
Suction
Binders
Dressings
Sitz Bath
Urine Tests

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UNIT XX SPECIAL SKILLS

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
The health worker is often called upon to perform specific skills other than those that are routine. Other special skills may be taught by the individual instructor to meet the needs of the community.	Given background information and classroom discussion, the student will state and explain concept or describe and carry out procedure for each specific skill to the instructor's satisfaction.	Read material. View audio-visual aid for specific skill. Watch teacher demonstration of skills. Practice skills.	The Nurse Aide, by Donovan Being a Nursing Aide, by Hospital Research and Educational Trust Nursing Skills for Allied Health Services, by Wood	Paper and pencil quiz. Checklist to accompany procedure.

Unit XX SPECIAL SKILLS C'NT.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Administering an Enema An enema may be given when a patient is not able to eliminate waste products from the bowel, preoperatively, before x-rays or before diagnostic examinations.	Given a procedure sheet and instruction, the student will assemble supplies, prepare the enema and administer it to the manikin to the satisfaction of the instructor.	Read assigned material.	Nursing Skills for Allied Health Services, by Wood unit on enema The Nurse Aide, by Donovan, Chapter on giving an enema Procedure sheets.	
		View filmstrip.	Trainex filmstrip: Cleansing Enema	Written or oral quiz.
		Observe teacher demonstration of enema procedure.	Enema demonstration.	
		Practice enema procedure on manikin.	Equipment for different types of enemas.	Student will give enema to manikin.

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Unit XX SPECIAL SKILLS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
<u>Administering an Enema</u>		
Define enema.	Assign Administering an Enema in <u>The Nurse Aide</u>, by Donovan.	<u>The Nurse Aide</u>, by Donovan, Chapter 24
List reasons for giving an enema.		<u>Nursing Skills for Allied Health Services</u>, by Lucile Wood
Differentiate between types of enemas.	Show Trainex filmstrip: <u>Cleansing Enema</u>.	Trainex filmstrip: <u>Cleansing Enema</u>
Select and assemble equipment for giving an enema.	Discuss reading material.	
Explain enema procedure to a patient (another student).	Hand out procedure sheets.	Procedure sheets on enema.
Give an enema to the manikin.	Demonstrate enema setup, administration and clean-up.	
Clean, disinfect and store enema equipment.	Have students setup, and carry out one type of enema procedure.	
	Have students clean, disinfect, and store enema equipment.	
	Using teams of two, have students roleplay explaining procedure to patient.	

Unit XX SPECIAL SKILLS CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUA[TION]
Administration of Vaginal Douche The vaginal douche is ordered by a doctor for cleansing purposes.	Student can list reasons for and administer a vaginal douche according to procedure as given by the instructor.	Read related information on vaginal douche in: Being a Nursing Aide, by Hospital Research and Educational Trust Observe instructor demonstration of vaginal douche on female manikin. Practice administration of vaginal douche on female manikin.	Being a Nursing Aide by Hospital Research and Educational Trust Demonstrate vaginal douche. Have materials and manikin available for students to practice vaginal douche.	vaginal List reasons for v douche. vaginal Student will give douche.

Unit XX SPECIAL SKILLS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Administration of Vaginal Douche Define vaginal douche. List reasons for giving douche. Select and assemble douche equipment on a tray. Explain douche procedure to a patient (another student). Give douche to manikin. Clean, sterilize and store douche equipment.	Assign The Nurse Aide, by Donovan or Being a Nursing Aide, by Hospital Research and Educational Trust Show filmstrip by Robert Brady Co.: Vaginal Douche and Perineal Care. Demonstrate douche setup, administration and cleanup. Discuss important points at this time. Hand out procedure sheet. Have students practice procedure with manikin. Have students wash, sterilize and store equipment after practice.	Being a Nursing Aide, by Hospital Research and Educational Trust The Nurse Aide, by Donovan Robert Brady Co. filmstrip: Vaginal Douche and Perineal Care

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Unit XX SPECIAL SKILLS CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Heat and Cold Applications Heat and cold applications may be ordered in the treatment of patients with certain conditions.	The student will be able to apply heat and cold treatments for the patient's condition accurately, efficiently and safely, as given in procedure by instructor.	Read text on application of heat and cold.	Being a Nursing Aide, by Hospital Research and Educational Trust The Nurse Aide, by Donovan Nursing Skills for Allied Health Services, by Wood	
		View filmstrip: Local Applications of Heat and Cold, by Trainex.	Trainex filmstrip: Local Applications of Heat and Cold.	Paper and pencil test regarding methods and reasons for application of heat and cold.
		Observe teacher demonstration of heat and cold applications.	Instructor demonstration of preparing hot water bottle and its application to patient. Instructor demonstration of preparing cold application (ice cap or collar) and correct application.	
		Student practice preparation and application of heat and cold: a. hot water bottle b. ice cap c. ice collar		Student will apply heat and cold properly.

Unit XX SPECIAL SKILLS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Heat and Cold Applications Identify reasons for the application of heat and cold. State safety precautions necessary when applying heat and cold. Apply hot water bag to patient. Apply ice cap to patient. Apply ice collar to patient.	Assign text. Show filmstrip. Discuss reasons for applying heat and cold, and safety measures to be used. Teacher demonstration of applying: 1. hot water bottle 2. ice cap 3. ice collar Students practice applying: 1. hot water bottle 2. ice cap 3. ice collar	Being a Nursing Aide, by Hospital Research and Educational Trust The Nurse Aide, by Donovan Trainex filmstrip: Local Application of Heat and Cold

Unit XX SPECIAL SKILLS CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
• Range of Action Exercises Patients who are confined to bed for any length of time or have paralysis of limbs, need some form of exercise to maintain muscle tone and normal range of motion of the extremities. • May be included with bedbath.	The student will be able to give passive range of motion exercises and teach active exercises to a patient and describe conditions which may require them, to the satisfaction of the instructor.	Read Chapter on Range of Motion Exercise in Elementary Rehabilitation Nursing Care - U.S. Dept. of Health, Education and Welfare. View - Trainex filmstrip - Range of Motion Exercises. Observe teacher demonstration of range of motion of the following exercises; arm, shoulder and hand, leg, hip, and foot. Practice range of motion exercises with another student as a patient. Discuss patient illnesses and conditions which will necessitate range of motion exercises. Discuss teaching patients active range of motion exercises.	Chapter - Patient Movement and Ambulation, in Nursing Skills for Allied Health Services - Vol. 1, by Wood The American Rehabilitation Foundation - Range of Motion Exercise Elementary Rehabilitation Nursing Care - U.S. Dept. of Health, Education, and Welfare Trainex filmstrip: Range of Joint Motion Exercises	Will list patient illnesses or conditions which may necessitate the use of motion exercises. Will give passive range of motion exercises. Teach patient active range of motion exercise.

Unit XX SPECIAL SKILLS CON'T

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Range of Motion Exercises Give passive range of motion exercises to a patient. Teach active exercises to a patient. Describe conditions which may require range of motion exercises.	Assign chapter on range of motion exercises in Elementary Rehabilitation Nursing Care - U.S. Dept. of Health, Education and Welfare. Show filmstrip from Trainex: Range of Joint Motion Exercises. Discuss with students, patient conditions and illnesses which require range of motion exercises. Demonstrate range of motion exercises using a student as a patient. Explain how you would teach a patient to do the exercises and the need for them. With students working in pairs, have them practice the various range of motion exercises. Students should explain the exercises they are doing and why they are doing them.	Elementary Rehabilitation Nursing Care U.S. Dept. of Health, Education and Welfare Range of Motion Exercise - The American Rehabilitation Foundation. Nursing Skills for Allied Health Service, Vol. 1, by Lucile Wood Trainex filmstrip: Range of Joint Motion Exercises.

Unit XX SPECIAL SKILLS CON'T.

UNIT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION MEASURES
Casts and Traction Special care must be given to patients with casts or traction equipment.	Given information on orthopedics the student will: 1. List principles of traction 2. List observations necessary in care of a new cast. 3. List five types of fractures. 4. Simulate special care of cast using manikin to the satisfaction of the instructor.	Read Orthopedics in The Nurse Aide, by Donovan Read Care of Fractures in Medical Surgical Nursing, by Sawyer. View filmstrips Care of Patient in Traction, by Trainex Teaching Crutch Walking, by Trainex Study Xrays identifying fractures.	The Nurse Aide, by Donovan Medical Surgical Nursing, by Sawyer Filmstrips Xrays of various types of breaks.	Pencil and paper test. Practice cast care to satisfaction of instructor.

Unit XX SPECIAL SKILLS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Casts and Traction List principles of traction. List observations necessary in care of a new cast. Will simulate care of cast using manikin. Will list five types of fractures.	Read orthopedics in The Nurse Aide, by Donovan View filmstrips Care of Patient in Traction, by Trainex Teaching Crutch Walking, by Trainex Study Xrays identifying fractures. Discuss cast and traction care.	The Nurse Aide, by Donovan Filmstrips from Trainex Xrays of various types of breaks Medical Surgical Nursing, by Sawyer

Unit XX SPECIAL SKILLS CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Inhalation Therapy Because many patients may need O_2 therapy, the health worker must be knowledgeable in the proper administration of O_2.	Given background information, the student will: 1. List special precautions necessary when O_2 is being used. 2. Identify specific symptoms of poor oxygenation. 3. Define responsibility of unlicensed personnel in O_2 therapy.	Read Inhalation Therapy in The Nurse Aide Visit local hospital and observe use of O_2 equipment.	The Nurse Aide Arrange field trip to local hospital. Various O_2 sets tent mask catheter cannula	Pencil and paper quiz Equipment match-up (show mask for instance and ask for correct term and usage)

UNIT XX SPECIAL SKILLS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Inhalation Therapy List special precautions necessary when O_2 is being used. Identify specific symptoms of poor oxygenation. Define responsibility of unlicensed personnel in O_2 therapy. Identify equipment for various types of O_2 administration.	Read Inhalation Therapy in The Nurse Aide, by Donovan Visit local hospital and observe use of O_2 equipment. Demonstrate use of various types of equipment. Discuss symptoms of poor oxygenation.	The Nurse Aide, by Donovan Arrange field trip to local hospital. Various O_2 sets: tent mask catheter cannula

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Unit XX SPECIAL SKILLS CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
E C P R Emergency Cardiopulmonary Resuscitation Health workers may be called on in an emergency to carry out ECPR	Given information on ECPR the student will: 1. Demonstrate correct ECPR technique on adult and baby manikin. 2. List correctly the ABC's of ECPR.	Read programmed information provided by Vermont Heart. View films: The Work of the Heart The Pulse of Life Attend ECPR instructor's lecture. Observe instructor demonstrate correct ECPR technique.	Materials from Vermont Heart should be ordered 3 - 4 wks. in advance. Course must have one ECPR instructor per 8 students. Invite Health personnel who are qualified from community. 2 films 1 manikin per 8 students Programmed information sheets from Vermont Heart.	Programmed written quiz from Vermont Heart. Demonstrate correct ECPR technique.

UNIT XX SPECIAL SKILLS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Emergency Cardiopulmonary Resuscitation List ABC's of CPR. Administer ECPR to manikin.	Read programmed information provided by Vermont Heart View films - The Work of the Heart The Pulse of Life Discuss ECPR technique. Demonstrate technique on manikin. Students practice technique on manikin.	Materials from Vermont Heart a) Programmed information b) Films c) Manikins Invite ECPR instructors from local community to monitor manikin practice.

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Unit XX SPECIAL SKILLS CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Amblyromia Clinic A health worker works in the community to ensure good health care for everyone.	Given guidance from Public Health Nurses, the students will assist in setting up a screening clinic for the community, managing the health screening clinic and recording the results.	View film Before We Are Six Read materials provided on setting up a clinic. Watch demonstration by nurse on testing with the E cube. Watch demonstration by nurse on the use of audiometer Assist in setting up clinic. Assist in screening children. Assist in recording results correctly.	Contact Public Health Nurses 3 - 4 weeks in advance. Order film 3 - 4 weeks in advance. Order materials for clinic including E cube and audiometer. Assemble materials for recording results.	Clinic is successful if attended by 25 or more. Review results. Students critique entire unit listing areas needing improvement.

Unit XX SPECIAL SKILLS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Amblyopia Clinic		
Assist in setting up clinic.	View film Before We are Six	Public Health Nurses
Assist in vision testing.	Read materials provided on setting up a clinic.	Film - Before We are Six
Assist in hearing testing.	Watch demonstration by nurse on testing with the E cube.	Materials for clinic including E cube and audiometer.
Assist in recording results.	Watch demonstration by nurse on the use of audiometer.	Materials for recording results.
	Assist in setting up clinic.	
	Assist in screening children.	
	Assist in recording results correctly.	

Unit XX SPECIAL SKILLS CON'T.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION MEASURES
Restraints There are situations when a patient may be irresponsible or hyperactive, resulting in possible harm to self or others. The health worker must be able to analyse the need for restraints, determine necessary action, select the proper restraint and apply it properly.	Given a series of problems involving patients displaying the need for restraints, the student will be able to: a. analyse the situation b. determine the need for restraints, if any. c. choose correct type of restraint. The student will be able to apply a variety of restraints to teacher's satisfaction including: a. limb: arm, wrist, elbow b. jacket c. belt	Read: Nursing Skills for Allied Health Services, by Wood. View filmstrip: Use of Protective Restraints, by Trainex Discussion of safety and medical reasons for application of restraints. Observe the instructor's demonstrations of use of various restraints. Practice applying various restraints on classmates.	Nursing Skills for Allied Health Services, by Wood Trainex filmstrip: Use of Protective Restraints Assemble equipment needed for use of various restraints. Create checklist evaluation for student demonstration of various restraints.	Written test on reasons for application of restraints. Proper application of restraints on classmate. Checklist evaluation.

Unit XX SPECIAL SKILLS CON'T.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Restraints List principles involved in use of restraints. Apply restraints as demonstrated for the following: 1. Limb: wrist, ankle, elbow 2. Jacket 3. Belt	Assign reading. Show filmstrip. Discuss reading assignment and filmstrip. Demonstrate application of various restraints: 1. Limb: wrist, ankle, elbow 2. Jacket 3. Belt Students practice application of restraints as demonstrated.	Nursing Skills for Allied Health Services. by Wood Trainex filmstrip: Use of Protective Restraints

APPENDIX MATERIALS

TEACHING METHODS

METHODS GLOSSARY

PLAN OF INSTRUCTION

SAMPLE PROCEDURE SHEETS

LEARNING ACTIVITIES PACKAGE

METHODS OF EVALUATION

EVALUATION GLOSSARY

NORM AND CRITERION REFERENCE TESTING

SAMPLE OF CRITERION TESTING

SELF EVALUATION OF STUDENT IN CLINICAL AREA

EVALUATION OF STUDENT IN CLINICAL AREA

PERIODIC EVALUATION OF CLINICAL PRACTICE

REFERENCE BOOK LIST

ADDRESSES FOR ORDERING AUDIO-VISUAL AIDS

Teaching Methods

Class Discussion
- Small Group
- Large Group

Committee or Small Group
Demonstrations - Student or Teacher
Role Play or Simulation
Field Trips
Films
Slides, Slide Tapes, Video Tape Recordings
Project - Hands - On
Text Assignments
Checklist Development
Interviewing
Educational Games
Making Transparencies
Develop Bulletin Board
Research
Photography and Media Development
Making Classroom Training Aids
Learning Activities Packages
Open Lab
Resource People

Each unit contains a variety of suggested teaching methods. These suggested methods may be found in the following columns in the document: SUGGESTED LEARNING ACTIVITIES; TEACHER RESOURCE NEEDS; LESSON OR UNIT PLAN.

The producers of this document have made an attempt to identify those methods with which the user may be unfamiliar. A glossary of these terms is included as follows:

Small Group Discussions

The following types of small group instruction can be utilized in this document wherever class discussion is suggested. Certain types of small group discussion are more appropriate than others for specific activities.

The producers of this document have attempted to describe the various small group instructional types in this glossary, but recommend each user experiment with appropriate types of small group as it applies to each unit of instruction.

An ideal size for small group instruction would be eight students. However, in vocational programs, the size of classes may create a situation where a small group may be more than eight.

Tutorial Small Group -

The tutorial small group typically has individual students or small sub-groups working on practice exercises of some sort. These often take the form of special assignments to correct a known deficiency or to teach any kind of activity which requires each participant to demonstrate individually that he can perform the task set for him.

The purpose of using a small group is to insure that each student gets some of the teacher's time.

Task Oriented Small Group -

The teacher gives the small group a task with an explanation of what it is they are to accomplish. Each individual has a job to do. The instructor may assign jobs or leave this up to the individuals within the group to select their own, with each group working on a separate task. The product that each group delivers will have an audience, namely the other groups.

Didactic Small Group -

This term applies to any group in which the teacher is presenting new materials in a teacher dominated classroom setting. This may be a lecture, a demonstration, a film show-

ing and review, chalk talk, or what have you. The purpose of using the small group is that the lesson itself is of sufficient difficulty, that the teacher must have a group small enough to permit intensive questioning by both teacher and students. Expect interaction with questions from the group.

Problem Solving -

In this kind of small group, the teacher presents the group with some kind of problem to solve. The focus is upon identifying the problem, sorting out the various elements, and arriving at a plan of attack. The attention of the students is upon the problem and the process of solving it. The teacher is a resource for helping the group set up the process, but not for solving the problem.

Socratic Small Group -

This is a teacher led discussion, the point of which is to bring out some important principles, concepts, or understandings. The teacher has the conclusion, and by asking questions leads the students to that conclusion. The teacher arranges the answer.

Use this type for getting out the main points of a reading assignment, drawing conclusions from observed phenomena, analyzing the significance of data.

Discursive Small Group -

This group can discuss to help correct misconceptions by a free-flowing, unstructured, and open-ended discussion. The teacher may let the discussion go where it will as long as it serves the purpose. This group can be effectively used after viewing films, field trips, and demonstrations.

Large Group Discussion

This technique is not as you might expect determined by the number of participants, but rather by the actions that take place. Large group instruction consists of one way communication with participants acting only as receivers of concepts, knowledge and principles. It usually is used as the introductory phase to a new unit of instruction where facts, rules, and possibly procedures are given. It may include lecture, films, and guest speakers.

The large group technique is most always followed by one form or another of small group instruction to allow group interaction to take place. This will reinforce large group technique.

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The Talking Bulletin Board

A talking bulletin board has all of the elements of a traditional visual bulletin board plus the added feature of an audio presentation.

A teacher or student creates a short sound narrative on an audio cassette recorder of what the individual sees on the bulletin board. This narrative should be no more than three minutes in length.

In using the cassette recorder, the instructor or student verbally takes the observer through the visual presentation narrating the specific information contained in each element of the bulletin board.

Open Lab Technique

This technique is usually used as a follow-up to a teacher demonstration of a hands-on technique. The series of tasks that compose the teacher demonstration are broken down into stations. Each station contains a unique task that collectively will equal all steps in the teacher demonstration.

Each student proceeds through each task until all steps have been accomplished.

An open lab technique can be either a skill that is directly involved with the unit of instruction or centered around a supplementary skill that would ordinarily not be a part of the ongoing instructional program. Usually, the non required skills on the Skill Analysis Chart can be accomplished through open lab technique.

Students may elect to accomplish the open lab technique during any unstructured time, or the teacher may use the technique as a supplement.

Cooperative Vocational Education

This is a method of instruction which aids the student in attaining his/her career objective through first hand exposure. Co-op should be used to improve minimum competency skill development beyond the level provided in the ongoing school-based program.

The Co-op component, as work experience earned in partnership with education, is an important feature of allvocational education programs.

In Vermont, Related Instruction pertinent to Co-op is identified in two parts: (1) Technical Instruction directly related to manipulative skill development of the student and (2) General Occupational instruction directed toward the worker traits aspect of employment.

See Column I of the five column sheet on Cooperative Education page 127 .

Cooperative Education

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION MEASURES
Cooperative Education Cooperative education is part of the total program. It allows the student the opportunity to obtain on-the-job experience in the occupation of his/her choice. NOTE: There are steps which must be completed prior to being placed in a work station. These are covered through the planned curriculum for cooperative education. This section would be applicable when the instructor is ready to introduce Co-op. The producers of this document suggest early and continuous cooperation with the Co-op Coordinator. Refer to General Related Occupational Instruction Guide 1975 - Vermont Dept. of Education, Votec Division	Students placed in a co-op situation will perform their duties to the satisfaction of their employer, co-op coordinator and instructor.	Clinical experience in a health care facility.	Team-teaching unit developed by the co-op coordinator and instructor with the assistance of the employer. Health care facilities - job descriptions.	Evaluation by employer, co-op coordinator, and instructor.

Cooperative Education

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
Co-operative Education Perform skills for job assigned as given by employer, co-op coordinator, and instructor.	Provide preparation for the job in which the student is placed through Cooperative Education.	Team-teaching units developed by co-op coordinator and instructor. Job descriptions from health care facilities.

SAMPLE

PLAN OF INSTRUCTION

TOPIC: Blood pressure (BP)

NO:

COURSE: Health Occupations I

UNIT:

OBJECTIVES

ATTITUDE | INFORMATION | PERFORMANCE

Given information on blood pressure, the student will take a blood pressure and record it correctly.

PREPARATION

INSTRUCTOR | CLASS

Filmstrip from Trainex-- Blood Pressure. Wall charts for blood pressure. Procedure sheets.

INTRODUCTION

Definition: Blood pressure is the force of the blood pushing against the walls of the blood vessels. When you take a patient's blood pressure, you are measuring this force of the blood flowing through the vessels.

PRESENTATION

INFORMATION	METHOD/MEDIA/KEY POINTS
Show filmstrip on blood pressure.	filmstrip
When the heart contracts, the pressure in the arteries is the	
highest , This pressure is called systolic (systole). When	systolic
the heart is most relaxed, the pressure goes down. This	
pressure is the diastolic pressure (diastole). BP reading is	diastolic
composed of two parts, the systolic and the diastolic pressure.	
A BP machine or apparatus is called a sphygmomanometer	sphygmomanometer
(sphygmo- pulse, mano- pressure, meter- measure).	
BP dials measure in millimeters. There are two types-	
mercurial or aeneroid.	mercurial and aeneroid
A BP cuff is an inflatable rubber bag.	
A stethoscope is needed to hear the systolic and diastolic	
sounds.	
Pass out procedure sheets.	procedure sheets
Demonstrate taking a blood pressure.	blood pressure demonstration

SAMPLE

PROCEDURE SHEET FOR TAKING A BLOOD PRESSURE

EQUIPMENT NEEDED:

sphygmomanometer
stethoscope
pencil and paper

1. Tell patient what you are going to do.
2. Assemble all equipment and take to bedside.
3. Have patient sit or lie down.
4. Place blood pressure dial at eye level for accurate reading.
5. Roll up or remove patient's sleeve.
6. Rest arm with palm up on bed or chair.
7. Place cuff on upper arm with arrow over brachial artery and bottom of cuff one inch above bend of elbow.
8. Feel with three fingers on inner aspect of arm at joint of elbow.
9. Position diaphragm of stethoscope on the arm over the pulsation felt.
10. Make sure BP cuff is snug and securely wrapped.
11. Place stethoscope ear pieces in ears.
12. Tighten thumb screw on rubber bulb clockwise.
13. Pump bulb until patient's BP cannot be heard. Pump 30 millimeters higher.
14. Open thumb screw slowly.
15. Look at dial and listen for first clear sound. This is the systolic pressure.
16. Continue to let pressure drop and listen.
17. Listen carefully until sound stops or changes to a soft muffled thump.
18. Read dial when sound stops or changes. This is diastolic pressure.
19. Let remaining air out until pressure drops to zero.
20. Double-check your reading by repeating the procedure.
21. Tell the patient you are double-checking the reading.
22. Remove cuff. Roll down sleeve. Make the patient comfortable.
23. Put equipment away.
24. Record time of reading and accurate reading. Record BP like this:
    systolic reading 122/90 or 140/94 or 104/68
    diastolic reading

Note: Do not be discouraged. Accurate BP takes practice and patience.

Use duo-stethoscope to check progress .

STUDENT EVALUATION SHEET FOR BLOOD PRESSURE

ACTIVITY	POSSIBLE SCORE	STUDENT SCORE
Assemble equipment	5	
Position patient	5	
Apply cuff correctly	10	
Feel for brachial artery	5	
Place stethoscope over pulse	10	
Place stethoscope in ears correctly	5	
Tighten thumb screw	5	
Pump bulb correctly	5	
Let air out slowly	5	
Look and listen for first beat	10	
Look and listen for last beat	10	
Re-check reading	5	
Record correctly	10	
Make patient comfortable	5	
Store equipment correctly	5	
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SAMPLE

PROCEDURE:

APPLYING STERILE GLOVES

MATERIALS NEEDED: PACKAGE OF STERILE GLOVES

Step 1. Wash and dry hands thoroughly.

Step 2. Obtain package of sterile gloves and take to the patient unit. (Or where the use of sterile gloves will be needed.)

Step 3. Open the package. Do not touch the inside of the wrapper.

Step 4. Apply powder from powder pack. (This is not always necessary.) Keep hands away from the sterile gloves while powdering.

Step 5. Lift up portion of wrapper. With the other hand, remove the glove by placing fingers on the inside of the cuff.

Step 6. Slip hand into glove and pull over hand.

Step 7. Lift up other side of wrapper with bare hand. Remove glove by placing gloved fingers under cuff.

Step 8. Pull glove over bare hand by grasping the cuff.

Step 9. Turn up cuff. Touching only the Sterile outer surfaces with gloved hand.

Step 10. After gloves have been put on, touch only sterile surfaces with gloves.

Note: If gloves become contaminated during the putting on procedure or afterwards, another sterile pair must be put on.

When removing the gloves, pull them off the hands by the cuffs edge so they will be inside out. This prevents contamination of the health worker's hands.

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SAMPLE

PROCEDURE:

DAILY HAIR CARE OF THE PATIENT

MATERIALS NEEDED: TOWEL
BRUSH
COMB
ALCOHOL

Step 1. Assemble materials.

Step 2. Cover patient's pillow with a towel.

Step 3. Ask patient to move to the side of bed nearest health worker.

Step 4. Comb one section or part of hair with one hand between scalp and end of hair. This aids in avoiding pulling.

Step 5. Brush hair thoroughly and carefully.

Step 6. Have patient turn so that hair on back of head can be combed and brushed. If the hair is snarled, work by sections, beginning near the ends and working toward the scalp. Apply alcohol as needed to aid in unsnarling the hair.

Step 7. Complete brushing and arrange hair in a neat, comfortable style. (example: long hair may be braided to prevent further snarling.)

Step 8. Clean and replace materials.

SAMPLE

PROCEDURE:

SURGICAL SCRUB

MATERIALS NEEDED: SURGICAL SOAP STERILE TOWELS
SCRUB BRUSH
ORANGE STICK
FOOT OPERATED SINK

PRELIMINARY CLEANING:

Step 1. Wet hands and forearms.

Step 2. Apply a few drops of surgical soap and make a lather by rubbing hands and fingers together.

Step 3. Clean under nails with orange stick.

Step 4. Work lather into hands and forearms, adding small amounts of water to maintain a lather.

Step 5. After 30 seconds, rinse thoroughly, keeping hands upward.

SURGICAL SCRUB:

Step 1. Apply small amount of surgical soap to hands and arms.

Step 2. Scrub with brush so that every area receives 15 to 30 strokes (about 2-4 minutes). Begin with nails, using twice as many strokes as for the rest of the scrub.

Step 3. Keeping hands upward, scrub all surfaces of fingers, hands and forearms. Add small amounts of water frequently to maintain lather.

Step 4. Rinse hands and arms but leave a thin layer of surgical soap on the skin. When rinsing, remember to keep the hands higher than the elbows. This prevents the water running over the cleanest area from one less clean. (Fingers and hands should be the cleanest.)

Step 5. Dry hands with a sterile towel, then dry forearms.

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SAMPLE

PROCEDURE:

ASSISTING A PATIENT FROM BED TO STRETCHER

MATERIALS NEEDED: STRETCHER
PILLOW
BATH BLANKET

Step 1. Assemble materials needed.

Step 2. Greet patient and explain procedure.

Step 3. Screen unit.

Step 4. Fanfold top bedclothes to foot of bed. Cover patient with bath blanket to avoid exposure.

Step 5. Lock bed wheels to prevent it from moving.

Step 6. Move stretcher parallel with the bed.

Step 7. Assist patient to move near the edge of bed.

Step 8. Move stretcher to edge of bed.

Step 9. Lock stretcher wheels to prevent it from moving.

Step 10. One health worker stand on side of bed. Another person next to stretcher. Assist patient to move from bed to stretcher. Use good body mechanics. Be sure patient is in the center of the stretcher.

Step 11. Adjust pillow under patient's head. Straighten blanket over patient.

Step 12. Unlock stretcher wheels.

Step 13. Move stretcher away from bed and secure patient to stretcher by using siderails or straps secured snugly over the patient's body.

Step 14. Reverse procedure to place patient back in bed.

Note: If patient is unable to help, follow steps 1-9. Using four people-one at head and one at feet on either side of bed. Use a sheet or lifter and draw patient from bed to stretcher. Now follow steps 11-14.

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PROCEDURE SHEET

STEPS IN MAKING THE UNOCCUPIED BED

Step 1. Pull the mattress cover over the mattress. Smooth out the cover and tighten it.

Step 2. Put the bottom sheet on the bed with the center fold at the center of the mattress. The end of the sheet should be even with the foot of the mattress.

Step 3. You now have about 18 inches of the sheet to tuck smoothly under the head of the mattress. If is very important that the bottom sheet be firm and smooth under the patient's head and shoulders.

Step 4. Now you are ready to make a mitered corner on the first side where you are standing. A mitered corner is used for making hospital beds because it keeps the sheets firm and smooth, and because it makes the bed attractive;

TO MAKE A MITERED CORNER:

a. Remain facing the head of the bed. Pick up the edge of the sheet near the head, and turn it back over the top of the mattress. This will make a fold, in the shape of a right triangle, at the top end.

b. Tuck the hanging part of the sheet under the mattress.

c. Put one hand on the part of the sheet that is against the side of the mattress, and hold it firmly in place.

d. With your other hand, pick up the part of the sheet that you put on top of the mattress. Drop this part of the sheet over the side of the mattress and draw it firmly into place over the part you are holding against the side. Now use both hands to tuck the sheet under the side of the mattress as you move from the head to the foot of the bed.

Step 5. Put plastic draw sheet across the center of the bed. See that the edges hang down evenly on both sides. Tuck the sheet in on the side where you are standing.

a. Put the cotton draw sheet on the bed. It should completely cover the plastic sheet. Tuck it in on your first side.

STEPS IN MAKING THE UNOCCUPIED BED--CONT.

Step 6. Go to the other side of the bed.

a. Make a second mitered corner on the bottom sheet which you have already tucked smoothly under the head of the mattress.

b. Tuck bottom sheet under the mattress on other side of the bed.

c. Make the sheet smooth and tight--as you tuck in the sheet, push the mattress away from you with one hand, and pull the sheet firmly toward you with the other hand.

d. Tuck in the two draw sheets, one at a time on this side of the bed. Stand with one foot in front of the other, with your forward leg braced against the side of the bed. Hold the draw sheet in the middle and pull it tight, tucking it well under the mattress as you bend your knees. Do the same with each draw sheet.

Step 7. Put the top sheet on the bed with the center fold at the center of the mattress.

a. The end of the sheet should be even with the mattress at the head of the bed.

b. The sheet must hang evenly on both sides.

c. Tuck the sheet well under the mattress at the foot of the bed on the second side--the side where you are still standing. Make a mitered corner but do not tuck the sheet in along the side of the bed.

Step 8. Put the blanket on the bed with the upper edge about six inches from the head of the mattress.

a. The blanket must hang down evenly on both sides.

b. Tuck the blanket under the foot of the mattress, on the second side of the bed. Make a mitered corner.

Step 9. Put the spread on top of the bed. The top edge of the spread should be even with the top edge of the mattress.

a. The spread should hang down evenly on both sides.

b. Tuck the spread under the mattress at the foot on your second side. Make a mitered corner.

c. Go to the first side of the bed and finish making it. Tuck each piece of bedding in at the foot and make mitered corners.

Step 10. Fold top edge of spread under top edge of the blanket.

a. Then fold the hem of the top sheet over the edge of the spread and blanket to form cuff.

Step 11. Put the pillow case on the pillow according to the following method. Put the pillow at the foot of the bed or on your work chair. Hold the pillow case open with both hands. Fit the open end of the pillow case over the far end of the pillow and pull the case toward you. Keep the pillow and case away from your face and clothing to protect against any transfer of germs from your body. Be sure that the corner of the pillow fits exactly into the corners of the case and one edge of the pillow fits firmly against the seamless edge of the case. The extra material at the seamed edge of the case should be folded under the pillow.

PROCEDURE SHEET

EARLY A.M. CARE

This routine is usually performed early each morning before the activities of the day begin and breakfast is served. It generally consists of:

1. Offering the patient a bedpan or urinal.
2. Pulling the overbed tray across the bed.
3. Supplying a basin of warm water, soap, wash cloth, and towel.
4. Permitting the patient to wash his face and hands and get ready for breakfast.
5. Giving the patient oral hygiene care (completing this for him if he is unable to wash himself).
6. Straightening the bed linen, fluffing the pillow.
7. Positioning the bed in a Fowler's position for breakfast.
8. Removing wash basin and supplies, cleaning and returning them to storage, and leaving the room neat and tidy.

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PROCEDURE SHEET

CLEANING A PATIENTS UNIT

Step 1. Bring all necessary equipment and supplies into the unit. Basic supplies include cleaning cloths, powdered cleansers, disinfectant-detergent solution and hot water.

Step 2. Air out the unit by opening the windows if possible or by adjusting the air conditioning.

Step 3. Check the unit to see if the previous patient has left any personal belongings. If you find any, label them with the patient's name and give them to the ward clerk or head nurse.

Step 4. Raise the bed to the highest position. This will make your job of preparing the bed easier and less tiring.

Step 5. Loosen and remove all soiled linen and put it in the hamper.

Step 6. Remove all equipment not usually kept in the unit and take it to the utility room for disinfection/sterilization. This might include such equipment as an I. V. Pole. Certain equipment that belongs in the room should also be taken to the utility room for disinfection/sterilization. This might include such items as the bedpan and urinal.

Step 7. Remove any personal utensils such as a toothbrush. Remove items that will be replaced with a fresh supply pack. Any items that might have been used by the previous patient such as a tray, water pitcher, or drinking glass should be removed and replaced with a clean item.

Step 8. Remove magazines, newspapers, and similar items and dispose of them as instructed.

CLEANING THE BED--STEPS AS FOLLOWS

Step 9. If necessary, spread newspapers under the bed to catch cleaning solution and water that might drop or spill.

Step 10. Turn mattress crosswise at the lower half of the bed. Clean the upper side of the mattress with a damp cloth.

Step 11. Raise the headrest of the bed. With cloth wrung out from warm, soapy water, wash the springs and bed frame. Rinse and dry them thoroughly.

CLEANING A PATIENT'S UNIT--CONT.

Step 12. Lower the headrest. Turn mattress on to upper half of the bed with the clean side down. Clean the other side of the matress as before.

Step 13. If plastic sheet is used, put it on the springs. Wash the sheet with a cloth wrung almost dry. Turn the sheet onto the mattress, clean side down and clean the other side of the sheet.

Step 14. Put the pillows on the springs. Clean them with a damp cloth. Turn them onto the mattress, clean side down and clean the other side of the pillows.

Step 15. Raise the foot of the bed, wash the lower half of the bed frame and springs as before.

Step 16. Move mattress into its proper position.

OTHER ITEMS TO BE CLEANED

Step 17. Wash and dry the chair thoroughly.

Step 18. Clean the call signal and bedside light fixtures.

Step 19. Wash, rinse, and dry the bedside table inside and out. Clean the over bed table.

Step 20. Take your cleaning equipment to the utility room. Wash the basin, sponge, and cleaning cloths. (If these items are not disposable) disinfect them.

Step 21. Return clean standard equipment to bedside. This includes the wash basin, soap dish, and supply pack items.

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PROCEDURE SHEET FOR FEEDING A PATIENT

MATERIALS NEEDED: 1. Tray containing patient's meal. Straws.
2. Towel (to place under patient's chin and across chest.)
3. Basin of warm water, soap and towel.

Step 1. Assemble materials. (Items from 2. & 3.)

Step 2. Greet patient and explain procedure.

Step 3. Assist patient to wash hands before the tray is served.

Step 4. Raise backrest of bed until patient is in a comfortable sitting position.

Step 5. Remove unnecessary articles from the over the bed table.

Step 6. Place patient's tray on the overbed table.

Step 7. Place the towel under the patient's chin and across his chest. This is to protect his gown and the bed linen from becoming soiled.

Step 8. Cut food if necessary. Butter bread. Pour hot beverage to allow slight cooling. Use drinking straws for liquids.

Step 9. Describe to patient the foods you are giving him.

Step 10. Give food from the point of the fork and spoon. Alternate liquids and solids. Feed patient slowly.

Step 11. Allow patient to assist if he is able. (holding the bread, for example.

Step 12. Use napkin to wipe patient's face as necessary.

Step 13. Remove tray as soon as patient has finished eating.

Step 14. Clean and straighten patient unit. Be sure patient is comfortable.

PROCEDURE SHEET

HOW TO WASH YOUR HANDS

Step 1. Wet hands thoroughly, including your arms at least 2 or 3 inches above the wrist.

Step 2. Use a generous amount of soap. Keep rinsing your hands under the running water as you apply the soap. Use either a liquid or bar soap. If you use bar soap, finish washing your hands before putting it back in its place on the sink.

Step 3. If necessary, use a brush to remove any sticky substances or to get under the nails. Do not cause a break in the skin which can lead to an infection.

Step 4. Rub the hands together in a rotating motion. Rely on the friction between the hands to get into all crevices and between finger joints. Continue this rotation for at least one minute if the hands are not extremely dirty. After touching contaminated objects, wash for 2 to 3 minutes.

Step 5. Rinse thoroughly until all traces of soap are removed. Keep your hands down so that dirty water runs into the sink and not up your arms.

Step 6. Dry well, preferably with a disposable paper towel. Discard used towels in the receptacle provided.

* Handwashing technique may vary in hospitals.

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LEARNING ACTIVITIES PACKAGE - ANATOMY AND PHYSIOLOGY - THE RESPIRATORY SYSTEM

OBJECTIVE: At the completion of this unit, the student will describe the following respiratory structures as to location and function: larynx cilia, pharynx, mucous membrane, trachea, alveoli, bronchioles, bronchi. Explain the physical action of inhalation and expiration. Be able to trace the path of air on inspiration. Know where the respiratory center is located and the stimulant in the blood which acts upon it.

CONTENT: structures of the respiratory system

mechanics of respiration

exchange of oxygen and carbon dioxide in the alveoli

WRITTEN LEARNING ACTIVITIES: 1. Explain how oxygen and carbon dioxide are exchanged in the alveoli.

2. Tell what physical changes occur to the air we breathe on inspiration.

3. Trace the path air takes from the nose to the alveoli.

REMEMBER TO: Read the related material on the respiratory system in your textbook and/or in one of the classroom reference books.

View the slide tape program on the respiratory system.

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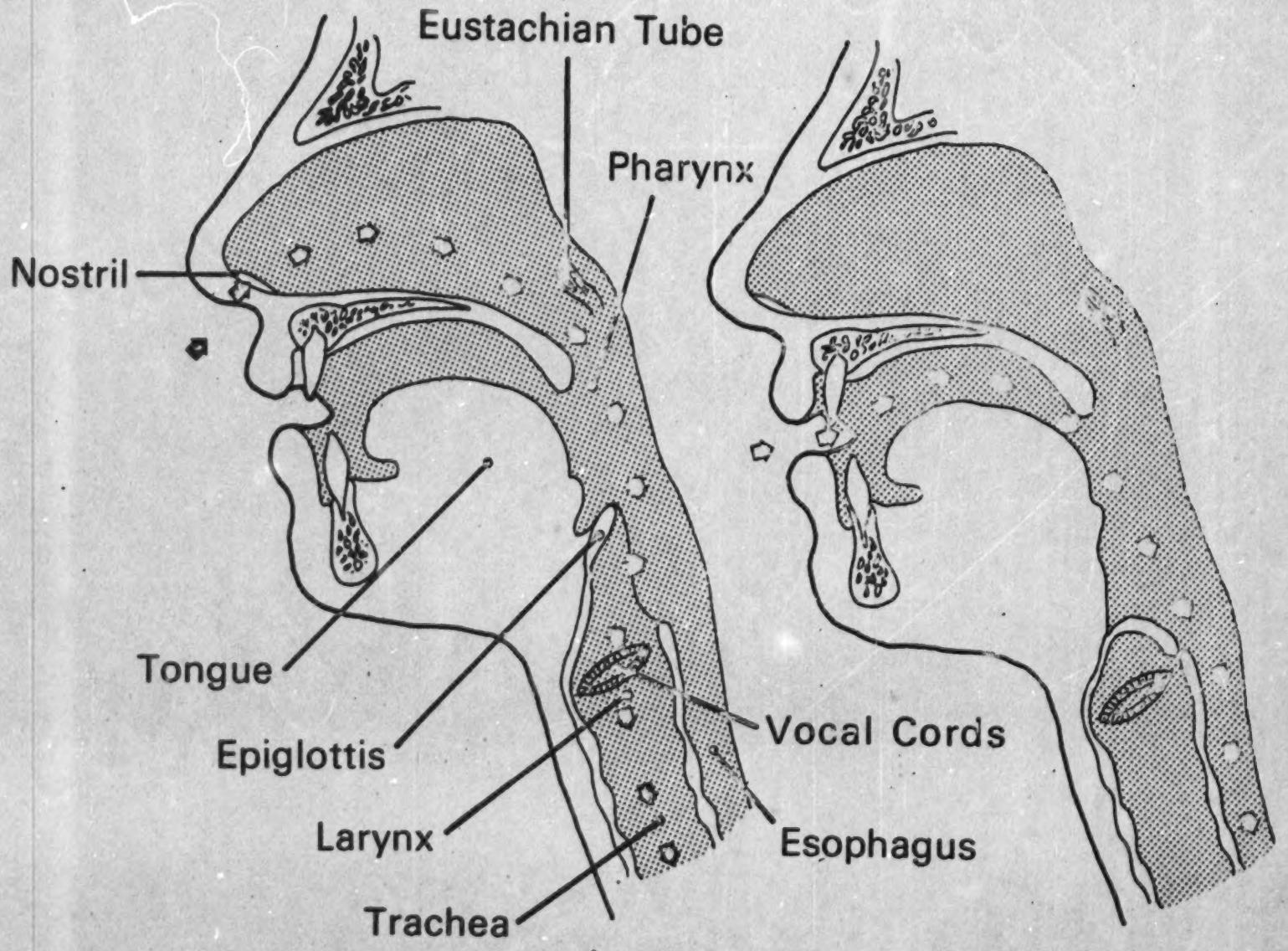
MOUTH AND THROAT



SCIENCE 54-M

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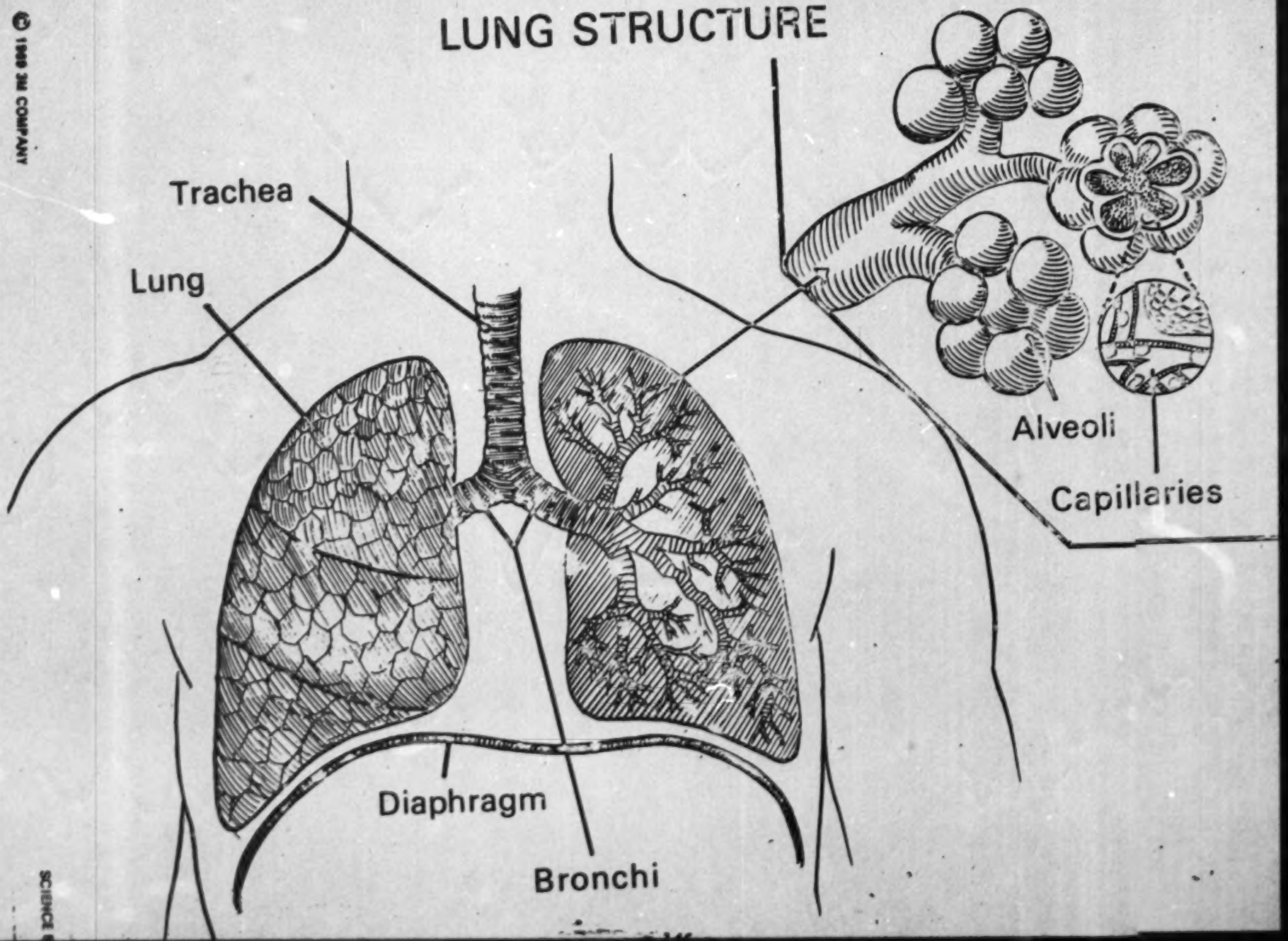
LUNG STRUCTURE



SCIENCE

BREATHING

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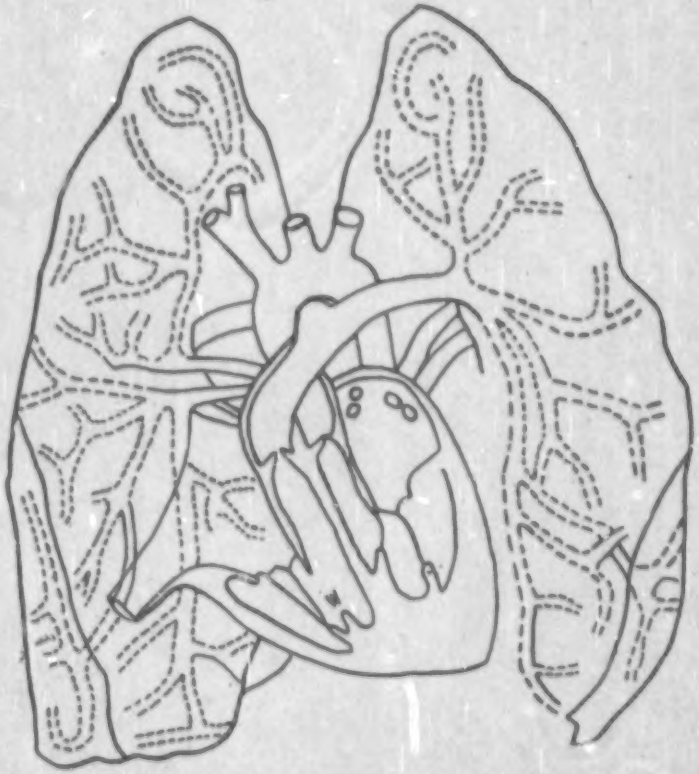
THE PULMONARY CIRCULATION



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1. Colour the veins blue
2. Colour the arteries red
3. Add arrows to show the direction of blood flow
4. Lable

METHODS OF EVALUATION

ORAL REVIEW
MAKE COMPARISONS
WRITE STATEMENTS
RANK ORDER
STATE PREFERENCES
MAKING CHOICES
MAKE UP PROBLEMS
CAN PLAY GAME
PLAN AN ACTIVITY
SELF EVALUATION

PEER EVALUATION
COMPLETE A PROJECT
OBSERVATION REPORT
ASSIGNMENT SHEETS
FILL OUT FORMS
TEACHER OBSERVATION
WRITTEN TEST OR QUIZ
REVIEW OF STUDENT RECORDS
CHECKLIST ON PERFORMANCE
REVIEW OF STUDENT ACTIVITY
CONTRACT AGREEMENT

BRINGING IN RESOURCE MATERIALS
REVIEW WORD LIST AND VOCABULARY
STUDENTS FOLLOW DIRECTIONS
RATING SHEETS
RESPONDS TO MEDIA
STANDARDIZED TESTS
DEVELOP A MEDIA PRESENTATION
TEXT ASSIGNMENT
RECORD STUDENT INVOLVEMENT IN A GROUP PROJECT
STUDENT DEMONSTRATION

Each unit contains a variety of evaluation methods which may be used. The producers of this document have made an attempt to identify those methods which would be least familiar to the user of this curriculum. A glossary of these terms follows:

EVALUATION GLOSSARY

Make Comparsions -

The student is given several situations, ideas, etc. and will determine their similarities and differences.

Rank Order -

Giving a particular order or position according to importance.

Making Choices -

Choosing the most appropriate answer; test or procedure for a given situation.

Observation Report -

Having watched or been presented a procedure or other activity, a written or ora report is completed by the student. The student does not actively participate in the a tivity.

Checklist on Performance -

A list of items or steps which an be compared, scheduled, verified or identifi d during a student's performance.

Contract Agreement -

A written document mutually agreed upon by a student and instructor which stat what the student will accomplish. A time frame and evaluation criteria are also include

Rating Sheet -

Evaluation arrived at by measuring something against a fixed standard previous / established.

NORM AND CRITERION REFERENCE TESTING

With the advent of educators' ability to identify and write measurable objectives as applied to instruction, evaluation techniques are now changing to reflect this process.

Many instructors involved in college methods and evaluation classes were exposed to, and are familiar with, norm referenced measures.

NORM REFERENCED MEASURES determine an individual's performance in relationship to the performances of other individuals on the same measuring device. Because the individual is compared with some normative group, such measure are described as norm-referenced. Most standardized tests of achievement or intellectual ability are norm-referenced measures.

Most instructors who are using performance objectives to measure student progress should be familiar with criterion referenced measures.

Criterion referenced measures determine an individual's performance in relationship to some criterion or performance standard. Because the individual is compared with some established criterion, rather than with other individuals, this measure is described as criterion referenced.

Norm referenced measures permit comparisons between people therefore their prime purpose is to make decisions about individuals.

CRITERION REFERENCED MEASURES permit decisions both about individuals and treatments. Criterion reference tests are used to determine whether the learner has mastered a criterion skill and to measure a set of instructional objectives.

Vocational educators are now using criterion measures in creating instructional objectives yet continue to compare individuals with other individuals when evaluating students. There is a need for educators using performance objectives as the basis of instruction to use criterion referenced testing rather than norm referenced testing.

The following evaluation of a skill or procedure is composed as a sample for the instructor. The evaluation is criterion measured since it directly relates to the instructional objectives defined in the unit.

SAMPLE CRITERION TEST

VITAL SIGNS

A. Select a word from list I which most closely means the same as the phrase in list II. Place letter from list I in the space provided.

A. Bradycardia	____	1. The bluish tinged color of skin and nails.
B. Apical Pulse	____	2. A type of irregular or arrhythmic breathing.
C. Radial Pulse	____	3. Slow heart action.
D. Cyanosis	____	4. Absence of respirations.
E. Fahrenheit	____	5. Pulse rate which is taken with a stethoscope.
F. Febrile	____	6. The last regular sound that is heard when taking a blood pressure.
G. Diastolic	____	7. Pertaining to fever.
H. Apnea	____	8. A thermometer scale used to measure heat.
I. Hypertension	____	9. High blood pressure.
J. Cheyne - Stokes	____	10. Pulse rate which is taken at the wrist.
	____	11. First sound heard when taking a blood pressure.
	____	12. Excessively rapid breathing.

B. Fill in the blank spaces with the correct word from the list below.

1. The balance between heat produced and heat lost in a person's body is called _____.
2. An instrument used to listen to sounds in a person's body is a _____.
3. The medical word for area of the armpit is the _____.
4. Another word for the process of breathing is _____.
5. The force of the blood as it flows through the blood vessels is the _____.

sphygmomanometer	blood pressure
pulse pressure	axillary
temperature	pyrexia
respiration	stethoscope

Partial sample criterion test. Refer to unit on Vital Signs page 56.

Sample Criterion Test

HANDWASHING TECHNIQUE	Possible Score	Score	Comments (why points were lost)
1. Wash hands including 2-3 inches above wrist	10		
2. Leave water running entire time	10		
3. Hold bar soap and use entire time	10		
4. Use brush or wooden stick on fingernails	10		
5. Use rotating motion and friction	10		
6. Wash between fingers	10		
7. Wash for at least one minute	10		
8. Rinse thoroughly removing all soap	10		
9. Hold hands down so dirty water runs into sink	10		
10. Dry hands well	10		

Given procedure sheet on handwashing and teacher demonstration, the student will wash hands with 100% accuracy following steps on procedure sheet.

Sample Criterion Test

HANDWASHING

The Right Order

You have been taught the following procedure for handwashing. Put the letters from the left-hand column in the blank spaces in the right-hand column according to the order you were taught.

A. Rinse your hands	1. _____
B. Wet your hands and wrists	2. _____
C. Apply cream of lotion	3. _____
D. Dry your hands	4. _____
E. Turn on the water	5. _____
F. Tum off the water	6. _____
G. Work up a lather	7. _____
H. Apply soap or detergent	8. _____

	YES	NO
5. Do I appear alert at all times?		
6. Do I call well in advance if I could not work the assigned hours?		
7. Do I work carefully and not "rush through"?		
Attitude toward work	**YES**	**NO**
1. Do I have a pleasant expression on my face?		
2. Do I greet patient freely and openly?		
3. Do I make eye contact with patients?		
4. Do I smile?		
5. Do I exhibit a relaxed attitude while touching patients?		
6. Do I answer a patient's call bell voluntarily?		
7. Do I willingly help other staff members?		
8. Do I volunteer to help others when my own work is complete?		
9. Do I look for tasks to do when not busy, (such as cleaning kitchen area)?		
Interpersonal relationships	**YES**	**NO**
1. Do I ask for guidance when necessary?		
2. Am I freindly and co-operative?		
3. Do I retain my composure in trying situations?		
4. Am I flexible and compromising in team work?		

	YES	NO
5. Am I tactful?		
6. Do I promote good will while still getting the job done?		
7. Do I adapt to changing situations?		
8. Do I accept constructive criticism?		

Student's Name _____

Date _____

EVALUATION OF THE STUDENT IN CLINICAL AREA

	YES	NO
Appearance		
1. Was hair clean and pinned up off collar?		
2. Was all costume jewelry removed?		
3. Was makeup applied at a bare minimum?		
4. Were fingernails clean, clipped and unpolished?		
5. Was a minimal amount of perfume used?		
6. Was she free from body odor?		
7. Was uniform clean and pressed?		
8. Was skirt length just above knees?		
9. Did she wear stockings?		
10. Were shoes clean and polished?		
Punctuality	YES	NO
1. Did she arrive at work on time?		
2. Did she complete work assigned on time?		
3. Did she return from breaks and meals on time?		
4. Did she arrange for lateness or time off in advance?		

	YES	NO
5. Did she appear alert at all times?		
6. Did she call well in advance if she could not work the assigned hours?		
7. Did she work carefully and not "rush through"?		
Attitude toward work	**YES**	**NO**
1. Was her facial expression pleasant?		
2. Did she greet patient freely and openly?		
3. Did she make eye contact with the patient?		
4. Does she smile?		
5. Does she exhibit a relaxed attitude while touching patient?		
6. Does she answer a patient's call bell voluntarily?		
7. Does she willingly help other staff members?		
8. Does she volunteer to help when her own work is completed?		
9. Does she look for tasks to do when not busy, (such as cleaning kitchen area)?		
Interpersonal relationships	**YES**	**NO**
1. Does she ask for guidance when necessary?		
2. Is she friendly and co-operative?		
3. Does she retain composure in trying situations?		
4. Is she flexible and compromising in team work?		

	YES	NO
5. Is she tactful?		
6. Does she promote good will while still getting the job done?		
7. Does she adapt to changing situations?		
8. Does she accept constructive criticism?		

List any other comments which may help this student in this work station.

Student's Name _____

Supervisor _____

Date _____

PERIODIC EVALUATION OF CLINICAL PRACTICE

		YES	NO
1.	Does she utilize Kardex and patient care plan?		
2.	Does she gather all necessary materials before beginning assignment?		
3.	Does she set priorities when caring for more than one patient?		
4.	Does she integrate tasks well?		
5.	Does she understand purpose of care?		
6.	Does she utilize safety measures?		
7.	Does she report promptly conditions which might be threats to safety?		
8.	Does she provide for the patient's physical needs?		
9.	Does she use comfort devices routinely?		
10.	Does she ask for help when in doubt?		
11.	Does she explain the procedure in terms the patient can easily understand?		
12.	Does she provide privacy for the patient?		
13.	Does she report patient's concerns?		
14.	Does she apply good body mechanics both for herself and the patient?		
15.	Does she clean, replace equipment and leave room neat and orderly?		

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